

## Governor's Economic Development and Workforce Development Public Meetings

*The One-Stop Service Delivery System* ● Abingdon, VA ● July 21, 2006

What is Working Well?	Why?
Size of area (Area 1 and Area 2)	Small enough for collaboration with partners Similar work force Availability of training by area: <ol style="list-style-type: none"> <li>1. 2 Community Colleges, 1 University, 1 Skill Center</li> <li>2. 4 Universities, 3 Community Colleges, 1 Skill Center</li> </ol>
Adult education (Area 2)	Marketing Promotion within school systems Promotion/cooperation by VEC
Commitment of WIA participants	Good community-based partners and service providers
VWNIS (VEC Workforce Network Information System) (Areas 1 and 2)	Accuracy of tracking participant progress
Quality of training providers	Certification standards Have choices
Area 2 Board's commitment to quality services	Good participation from board members Informed, proactive Committed board staff, director, and staff
Commitment of WIA service providers and partners	Successful placement of quality applicants
One Stop delivery system	Cooperation of partners, employers, applicants
Funding stream	From state and local level, provides Board options
Collaboration between different areas and service providers (Areas 1 and 2)	Technical assistance Shared workforce Shared training providers Extends invitation for training and workshops Referrals

<b>What is Not Working Well?</b>	<b>Why?</b>
Partner participation	Not represented on a regular basis Lack of participation with One Stop Hard to provide staff in rural areas
Qualified referrals	Hard to find applicants that meet all eligibility requirements Applicants sometimes not poor enough for assistance, fall through cracks, teeter on the poverty level
Lack of participation or use of facilities by the workforce	Transportation issues due to large geographic area Gas prices affecting travel to centers
Attracting qualified applicants for employers through One Stops	Hard to employ workforce since many agencies are working with clients that don't want to work, can't pass drug testing, lack a strong work ethic, coming off of assistance programs and are forced to work, drawing disability
Lack of high paying jobs in workforce areas	Retail and fast food are fastest growing industries Lack of rural development Minimum wage jobs and turnover Lack of self sufficiency with low paying jobs
Small Business Development Centers and WIA service providers and partners	Large budget cuts Limited money for services Survival is hard, many have lost staff
WIA services aren't tailored to meet the needs of older workers	Services seem geared toward younger worker. Feel intimidated by new technology
Large number of individuals without high school diploma or GED	Classes aren't available enough for working individuals (Areas 1) Older workers do not feel the need to take classes New generation not SOL ready, schools push them out
State and federal programs are geared toward more urban/suburban areas – rural areas left behind on some occasions	Lack of population Lack of diversity Geographic area in rural areas are harder to serve
Transportation	Not geared to job search and or/work
Technical assistance and training from state level (Area 1)	Not enough provided

## **Recommended Actions**

### ***Top Seven:***

1. Allocate more Federal Unemployment Tax Act (FUTA) money for the VEC (Governor's Office).
2. Increase state economic development activity in Southwest Virginia to attract additional higher paying jobs.
3. Retain Workforce Areas 1 and 2– do not combine.
4. Do not change the current funding stream.
5. Provide more technical assistance and training from the state for the One Stops and their partners, especially in Area 1.
6. Gear more state level programs and services to rural or underdeveloped regions. Provide more attention in terms of time and money.
7. Provide more state level assistance for transportation in rural areas – increase public transportation money, fund grants for car programs, transit to One Stops and employment, and gas price relief to existing public transportation services.

### ***Other recommendations:***

8. Review income eligibility issues for assistance to older workers (Governor's Office). Expand eligibility guidelines for Senior Community Service Employment Programs (SCSEP)
9. Reward local areas that meet or exceed performance levels by providing more recognition or incentives – even a “Thank you” would be nice.
10. Restore some level of funding to the Small Business Development Centers.
11. Establish common measures and training for the WIA system.
12. Review local level WIB Board nominations (Governor's Office) for inaccuracies to ensure compliance with certification standards.
13. Monitor (Area 1) local level adult education funding versus services offered year-round – not enough services provided.
14. Continue support for technology infrastructure.

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Workforce Development Public Meetings**

***Workforce Policy Reform and the Local Infrastructure***

**Abingdon, VA • July 21, 2006**

<b>What is Working Well?</b>	<b>Why?</b>
Cooperation between VCCS and industries (Smyth & Washington)	Smaller area People know the other players
Formal relationship between county, government, industries, IDA, business community	Financial gain for manufacturers and schools
S/N consortium found way to fund noncredit training with VCCS	Businesses now feel like they have meaningful input
S/W consortium receiving cooperation from Department of Housing	Initial training needs met
Local control	Localities have best understanding of local needs
Cooperation/Collaboration with Chief Local Elected Officials (CLEO), business development and partners	Active participants Common concerns and goals
Infrastructure is effective Effective use of limited funding	Partner involvement since beginning Good communication between groups involved
Positive local results for citizens businesses and localities	Board structure >50% business that expects results Locally based delivery can focus on local issues
Coordination of partner services	Close local relationships Common issues goals
Service delivery operators highly effective	Strong local leadership and management
Structure of Western Virginia workforce areas (I, II, III) WIBs/CLEOs youth council	Commonalities in goals/issues, geographic alignment with economic development/regional commissions, cooperative CLEOs and board members

<b>What is Not Working Well?</b>	<b>Why?</b>
Mandated partnerships	No leverage (funding/legislation) over partners
Communication between states/local	Lack of state understanding of local issues Lack of state involvement with locals
Policy reform	No existing state policy
Providing quality service delivery	Inadequate funding Existing funding fragmented at local level
Workforce not included with economic development efforts	Workforce misunderstood as social service only
Workforce/Economic Development partnerships not effective	Economic Development only looking for money (financial) support
Business partnerships not universally strong	Lack of understanding Think workforce is social service Not interested if not a source of money
Mission (workforce and economic development) can't be fulfilled	Nature of WIA program and restrictions (policy, funding, eligibility)
One size fits all policies/solutions	Virginia is a very diverse state
Training of incumbent workers	The way that the WIA unit of VEC interprets the Act & Regulations Self sufficiency standards block out low income workers and children of low income and working poor
The movement of the unemployed to the workforce is impeded by WIA services in some cases	Supportive services (WIA) supplement other entitlements Serial training services not resulting in employment
Lack of knowledge of WIA by CLEOs and WIB members in some areas	No one is training these people in a very complicated complex issue (WIA) Turnover of CLEO & WIB members
Suboptimal/WIB (quality of) member nominations	Treated as a patronage matter rather than qualification State does not "police" nominations
WIB size	Localities pack WIB to gain representation
Procurement of non-WIA funds	No grant writing expertise No state support/no coordination No clearing house for funds and information
Workforce Council policies and decisions	Staff loyal to agency that supplied them Staff has too much control of deliberations
Lack of a nexus between WIB & business community	Domination of WIB by public sector Businesses expect no meaningful results Much of WIA is hostile to businesses in some areas (not regions 2 or 3)

## **Recommended Actions**

### ***Top Four:***

1. Establish Website for:
  - Best Practices
  - Information exchange
2. Recognize inconsistency in knowledge level and address with funding and education
3. Mandate partners contribute financially to One Stop operations and WIA services
4. Involve local WIBs/CLEOs in developing any reorganizing areas

### ***Other recommendations:***

5. Identify consolable functions administrative
  - Local monitoring
  - Staff training
6. Establish a comprehensive, coherent workforce/economic development policy and then communicate it.
7. Mandate joint planning between workforce and economic development and business (i.e. through formalized associations such as VMA).
8. Reassess state interpretation of WIA to allow more flexibility as seen in other states.
9. Provide state funding to localities for workforce development (stop sole reliance on federal money).
10. Force compliance of WIA appointment standards.

# Governor's Economic Development and Workforce Development Public Meetings

## *The Workforce System and the Role of the Virginia Community College System*

**Abingdon, VA • July 21, 2006**

<b>What is Working Well?</b>	<b>Why?</b>
Access to community college	Local, easy access Financial aid Good Instruction/Trainers
Flexibility	Ability to create curriculum or programs to fit business needs on demand
Excellent regional cooperation in Southwest Virginia re-education systems	Southwest Virginia positive "can do" spirit.
Quick response time to needs of business	Local government, local community college strong in southwest Virginia
Apprenticeship training at community colleges in southwest Virginia (needs more funding)	Industry-driven
Middle college	
"Career Switcher" program	Gives training options to persons wishing and or needing to switch careers
Dual enrollment program	Insurance companies demand certification
Southwest Virginia Higher Education Center	Good model for the state
Articulation agreements	Good cooperation; easy movement (don't lose credits)
Alternative delivery systems of instruction	Get people where they are; also can continue to work
Distance learning	Reaches a greater audience
Perkins funding	Federal training
Technical preparation programs	Good cooperation between public schools and community colleges with CTE classes
Regional focus	Chance for more funding
Southwest Virginia's creativity in getting needs met	Chance for more funding
Attracting/retaining students to community colleges	Closer to home; tuition differences
Good teamwork/partnership between community colleges	Location/regional needs survival
Community College/Economic Development history of strong partnership	Location/regional needs survival

<b>What is Working Well?</b>	<b>Why?</b>
Leverage Resources  Partnership Public Schools  Internships	Availability of grants, increase of coal, and other business tax revenue Dual enrollment, career coaches, path to industry certification, Trio programs Technical preparations, Governor schools summer camps, AmeriCorp connects students with career

<b>What is Not Working Well?</b>	<b>Why?</b>
Dropping of industry arts program in middle school due to funding	Students need early exposure to these programs
No synchronization between high school and college offerings. Should be more seamless	Helps students to transfer learning/skills from high school to college
Globalization/ International Education, Foreign Language Skills not started early enough in public school system	Children learn foreign language quickly at an early age; these skills are very marketable in this global economy
World changing so fast; hard to keep up with technology, etc.	Expensive to adapt; lack of resources (money and people)
keeping up with training requirements of area industry	Inadequate instructor prep and development
Not enough students in career/technical (CT) programs	No support from parents/counselors to select CT career
Gotten away from career counseling; Too much "SOL emphasis"	All options are not shared with students; think four year college is the only option
Lack of emphasis on self-responsibility	Work ethics/values not strong
"Entitlement mentality"	Doesn't fit in workplace
Regional focus	May be too restrictive
Retraining adults	Not always funds for retraining adults that do not qualify for TRH, WIA, Pell. They have bachelors/master degrees that are outdated, they do not qualify for retraining monies
VEC	Restrictive policies Untrained workers Services provided are limited Need better matching of applications to job offerings Need better communication
Advertising of internship program at community colleges	Not enough focus on this
Communication with local business	Not enough connection between local business and community colleges
Focus is moving away from technical and	There is a need for these students



What is Not Working Well?	Why?
vocational careers	
More contact through electronic means rather than personal contact	Loss of personal touch; circle of contact shrinks taking resources away from campus programs
Distance education used too much; can't keep up with changes in business and industry/economy	Not enough personal contact
Communication between economic development/businesses	Businesses have unreal expectations caused by miscommunication between economic development and business.

### Recommended Actions

#### *Top Six:*

1. Pool existing services and resources to create a county-wide technology training center to attract economic development.
2. Partner with more industries statewide and increase the marketing and funding to develop more apprenticeship activities.
3. Establish more frequent communications with local businesses through development of initiatives such as breakfast/lunch meetings, and after-hours business functions.
4. Establish state funding of workforce development training (non-credit) that aren't funded now using NC & SC as funding models.
5. Develop major marketing campaign across the state that supports Career and Technology Education (CTE) programs. Use the "Dream It/Do It" campaign as an example.
6. Review credentialing standards required to teach Dual Education programs to create more consistency across the state and more flexibility in the process.

#### *Other recommendations:*

7. Fund more middle college programs and career coaches at the community college level.
8. Create group at state level that works with businesses, high schools, community colleges to review curriculums and guide new curriculum development.
9. Consolidate workforce education program funding in Virginia government agencies and provide the community colleges with additional funding.
10. Gain commitment from VCCS board to expand international and global competitiveness programs, especially in the Southwest region.
11. Increase funding and marketing for "Work Keys" Program (Career Readiness Certificate) and support the establishment of regional work keys profilers.
12. Continue to explore ways of working with WIBs to provide support/funding to our region.
13. Gain more support/recognition at the higher education level for entrepreneurship:
  - Integrate small businesses with students on campus (incubators)
  - Offer more entrepreneurial classes
  - Offer Saturday workshops

# Governor's Economic Development and Workforce Development Public Meetings

## *Workforce, Business and Economic Development Collaboration*

**Abingdon, Virginia • July 21, 2006**

<b>What is Working Well?</b>	<b>Why?</b>
Regional initiatives, such as Abingdon's "Return to Roots," Smyth and Washington counties' "Dream It-Do It," Roanoke's similar program, and young professional organizations	Provides social connections for college students and young graduates to the area, people want to stay, and creates "problem solving" attitudes
Good data is available via SCHEV regarding where graduates move	SCHEV is well connected to the schools and its data helps spotlight issues
International business programs, such as SCHEV's	Promotes understanding of other cultures and business methods
Lean manufacturing contributes to business growth	More efficient use of employees and resources as well as investment in technology leads to a higher skilled workforce
Aging workforce	Strong work ethic, retirees moving to new areas and sharing their skills, Southwest Virginia Higher Education Center (life long learning) collaborates with multiple institutions
Collaboration for funds and grants	Recognition that there is strength in collaboration
State workforce support	Coordination of efforts among education, economic development, etc.
Private colleges	Teach critical thinking skills, collaborate with public research universities, and can be more flexible in changing curriculum
Communication among economic development, education, and local leaders when new opportunities arise or when problem solving is needed	Collaborative approach; familiarity with region, issues and players; inclusive process
Focus on regional markets	Common needs and goals
Programs for disadvantaged (if they will accept the help)	Awareness of the problem
Informational meetings and opportunities	Regional cooperation
Variety of educational opportunities	Community colleges, public and private schools, etc.

<b>What is Not Working Well?</b>	<b>Why?</b>
Reluctance to embrace globalization	Industry's fear or resistance to change or competition
No master succession plan from boomers to generation X and Y	Lack of communication between generations
Companies do not tap into disadvantaged worker programs	Companies do not use these programs to train for specific jobs
There is a disconnect between the demand and supply side of the workforce	People are being trained for jobs that do not exist; public and private sector are not communicating; organizations affecting supply side of workforce will not or cannot react quickly enough to meet business needs
Limited risk taking by businesses and workers	Limited entrepreneurial spirit; political environment hinders efforts; fear of criticism
Retirees not being rehired/retrained	Retirees not recognized for their potential (already trained, know business culture, etc.)
Not emphasizing strengthening businesses already in existence	Too much emphasis placed on recruiting new businesses
Not attracting young employees	No organized recruitment plans in place
Too many unemployable workers due to drugs	Perception exists there is nothing else to do, lack of desire to dream and achieve, cultural attitudes
Perception exists that there are no job opportunities	Poor communication about opportunities
Old manufacturing technologies and processes	Businesses resist change and innovation
Wage expectations are unrealistic	Desire for a higher quality of life
Too easy for people to stay disadvantaged	Plethora of programs subsidize incomes

## **Recommended Actions**

### ***Top Five:***

1. Do not (state, economic, and workforce development) oversell Southwest Virginia as possessing an abundant low-wage workforce as they can become oversaturated.
2. Make transition in southwest Virginia from low wage/low skill jobs to high wage/high skill jobs, gradually.
3. Develop a stronger connection between business and economic development demand side and workforce development agencies in order to train people for the jobs in need.
4. Track more accurately the quality, skills, and attitude of workforce to ensure economic development prospects match a locality's assets.
5. Identify new/additional ways to bolster entrepreneurial support programs and market them to the public.

### ***Other recommendations:***

6. Create a program to market demand jobs throughout high school years (not just once a senior).
7. Train/retrain aging workforce so individuals remain marketable.
8. Create government incentive programs for businesses to hire/retain aging workers and match incentives to a study of the effects of aging workers.
9. Roll out the "Dream it, Do it" program through all of southwest Virginia to help identify and promote educational programs and job opportunities.
10. Create more aggressive welfare to work programs that possess stringent follow up, tougher requirements, and train for demand jobs (not just those of interest).
11. Direct more funding for educational programs to meet greatest business need areas.

## Governor's Economic Development and Workforce Development Public Meetings

***The One-Stop Service Delivery System*** ● Annandale, VA ● July 18, 2006

What is Working Well?	Why?
Center is available Easily accessible by public transit Co-location and services	Critical resource/support Accessibility
Networking-job leads are provided to professionals to pass onto clients	Trust among workforce professionals i.e. less competition, more cooperation
Local money available	Gives us power
Typing tutorials	Skills to be job marketable
Job fairs providing 1-to-1 access to employers DRS and other service providers there	Accessible – personal
Literacy volunteers	Education to become employable
Access to Internet	Job searches
Career scope assessments	Guidance on job interest, focus and applicability.
Computer training	Job skills and job marketability Private companies donate time, pro-bono
Strengthened relationships among agencies such as: VEC, Social Security, Adult Education, DRS, and Veterans Affairs	Provides better, stronger, more effective services
Continuous quality improvements	Partner participation in making the system better
Virginia Serious and Violent Offender Reentry Program (SAVOR)	Funding provided for DOJ skills training and job placement
Language Link phone service	To communicate with non-English speaking customers
Bilingual staff	To communicate with non-English speaking customers
Jobs	We do get them
Mentors that look like you – diverse staff in age, nationality, background to work with clients	Credibility Cultural knowledge Relationship
Attractive professional environment	Credibility Comfort Effectiveness

<b>What is Not Working Well?</b>	<b>Why?</b>
Money	Federal cuts Poor due to success (low regional unemployment rates)
Growing older workforce	Population projections Not meeting needs of a minority groups
Fragmented system	Sixteen different ways of operating
Perceptions of employers regarding the public workforce system	No common marketing
Certification of center and staff and high turnover	No unified standards
No state dollars	Insufficient funds to provide better services, staff training and marketing
Limited training opportunities for hard-to-train populations	Money Current policies and philosophy
Policies and workforce philosophy are narrow and not realistic regarding who and how people can become self-sufficient	Money “Work First” approach
Availability of mentoring and job retention services	Money “Work First” approach
Availability of babysitting and childcare services	Money “Work First” approach
Availability of transportation	Money “Work First” approach
Availability of single person services	Money “Work First” approach
Regional cooperation	Competition for money State workforce areas – two workforce boards in one workforce region
Ineffective management information system	Fragmented systems that cannot interact Each agency has its own system State system is inadequate
No One Stop infrastructure funding	Burden on locality
State leadership	No policies and lack of state leadership
Lack of community college partnership	Uncooperative with One Stop

## **Recommended Actions**

### ***Top Five:***

1. Distribute workforce funds based on population instead of unemployment levels.
2. Recognize that the largest growing segment of the workforce are those ages 45-65 (40 percent) and develop an education campaign to increase employer knowledge about the many assets of mature workers in skills, abilities and personal characteristics.
3. Standardize the One Stop workforce center and staff certification process at state level and ensure the certification process coincides with local requirements, not in addition to.
4. Provide state funding for system-wide use and infrastructure development outside of WIA formula funds.
5. Adopt county and state policies and philosophies that are not “Work First” but support long-term self sufficiency. Advocacy group comprised of representatives from various agencies such as Social Services, One Stops, shelters, VEC and Mental Health.

### ***Other Recommendations:***

6. Include mentoring and retention services in the state workforce plan – recognizing where the client “is at” and realistically supporting as individuals versus “Work First”
7. Identify one state brand name for the system and marketing campaign.
8. Mandate genuine community college participation in the One Stop systems and have VCCS personnel working in the centers.
9. Provide additional sheltered employment training and job/task work for hard-to-place populations.
10. Examine how unemployment benefit recipients are supported and documented after losing benefits.
11. Ensure the private sector is the driver of the system.
12. Consolidate workforce areas 10 and 11 into one workforce area (it is one region – why are there currently two workforce boards?)
13. Continue ongoing regional participation in strategic planning statewide.
14. Re-evaluate regional boundaries of workforce areas in the state.
15. Re-evaluate mandating partner participation in rural jurisdictions to ensure more partnerships.
16. Provide specific statewide guidance for programs, services, etc.

# Governor's Economic Development and Workforce Development Public Meetings

## *Workforce Policy Reform and the Local Infrastructure*

**Annandale, VA • July 18, 2006**

<b>What is Working Well?</b>	<b>Why?</b>
Apprentice program	Properly trained curriculum place Safety
Local relationships between city (Alexandria) and local workforce system (Area 3), money, relationships	Money support from local government (Arlington/Alexandria)
Local people administrating local issues	Engages local elected officials and local businesses. Meets/responds to needs
Breadth of impact of local WIBs	Wide variety of service to be provided
Strong inter-relationships between economic development and WIBs at local level	Supports job retention and creation of jobs
Strong partnerships (locally) between CLEOs and WIBs	Close connections on local issues <ul style="list-style-type: none"> <li>• BRAC</li> <li>• Rapid response to immediate issues</li> <li>• WARN notices</li> <li>• Prevention plans versus reaction after a business leaves</li> </ul>
Military transition <ul style="list-style-type: none"> <li>• Helmets to hard hats</li> </ul>	Eases transition, strong worker development at labor unions
State WIA <ul style="list-style-type: none"> <li>• 15% discretionary</li> <li>• Incumbent – worker</li> </ul>	Emergency and preventive maintenance Federal matching funds
Enterprise zones (state)	Greater incentives and grants for job hiring and revitalization
WIBs collaboration in NVA	Saves money One labor market
Unions – provided training on latest technical procedures and tasks	Qualified workers



<b>What is Not Working Well?</b>	<b>Why?</b>
Lack of benefits training	Burden on state Overages, injuries Out of date skills
State workforce policy fragmentation	Funding drives policy, not need
Continuous decrease of money post-WIA, as well as to entire system	Lack of resources to provide services
Too many funding streams – lack of consolidation	Administrative problem promotes confusion and duplication
Engaging business partners	More diverse, more people and participation
Mixed messages sent by state agencies who are point of contact exclusive of local WIB representation – creates poor perception	Duplication of work, confusion to businesses (example: relationship between state and local officials, DMBE & DBA)
Who's in charge? Too many departments/secretariats involved	Dysfunctional, duplicative
Inequitable funding based on actual number of people needing services	Funding based on unemployment percentages

### **Recommended Actions**

#### ***Top five:***

1. Establish minimum requirements for apprenticeship programs.
2. Create “incentives” to increase business partner engagement/outreach.
  - Performance measurements
  - Money incentives
  - Tax breaks
3. Simplify funding streams and streamline administrative workforce programs at the state level and correct “dysfunctions” at state level.
  - Policy
  - Leadership communication
  - Duplicated processes
4. Protect Virginia participants by giving workers incentives.
  - Minimum health benefits
  - Retention benefits
  - Living wage
  - Paid training
5. Increase direct funding for existing programs (opposite: decrease grants).

***Other recommendations:***

6. Build relationships between state and local levels.
  - Stronger market effort at state level to link local business with workforce efforts
7. Have local leaders identify the needs that drive policy and advocates to state leaders for local services.
8. Increase/develop state – local dialogue mechanisms.
9. Quarterly meetings between/CLEOs and state workforce officials.
10. Continue annual state workforce, Governor's conference.
11. Notify today's participants and all involved via email (re: up-coming conference).
12. Clarify response of state agencies to involve local WF boards when they communicate with business partners.
13. Expand local WIBs authority beyond WIA funds. Use local WIBs to receive funds.
14. Create state incentives money to foster public/private cooperation.
15. Examine and share best practices of local WIBs and other WF partners.
16. Empower locals to request counselors when locals advocate this action based on local needs and drivers.

# Governor's Economic Development and Workforce Development Public Meetings

## *The Workforce System and the Role of the Virginia Community College System*

**Annandale, VA • July 21, 2006**

<b>What is Working Well?</b>	<b>Why?</b>
Articulation agreements	Collaboration with different sectors of the community <ol style="list-style-type: none"> <li>1. K-12</li> <li>2. One Stop Shops</li> <li>3. Guaranteed admission with certain four year colleges (ex: George Mason University)</li> </ol>
Access, affordability of community colleges	Creates diverse student body
Ability to obtain jobs after graduation	
Collaboration with K-12 system	
Multiple campuses	
Current curricula	Responsive to business (advisor boards)
Business involvement	
Creation of more pathways from secondary to post secondary to workforce (articulation agreements, industry certification, dual enrollment)	Collaboration between secondary/NVCC/workforce which leads to options
Likelihood of job placement after training in certain areas	Close partnership with businesses in need of employees
Workforce part of community college system	Immediate response to industry need
Openness to communication between NVCC and businesses	Mutual benefit is seen
Variety of options (Certificate program/degree program)	
authentic assessment/hands-on learning (where used)	Forced to think creatively to solve problems

<b>What is Not Working Well?</b>	<b>Why?</b>
Bankruptcy laws	Factories closed/communities destroyed
Standardize tests (multiple choice)	Not accurate measure of knowledge
Not enough emphasis on CTE offerings at secondary or post-secondary	Trades not widely accepted professions Lack of knowledge of mentors
Awareness of and access to courses (geographic challenges)	Awareness and resources needed for further collaboration
Communication/collaboration between academic/CTE areas	Differing of ideas (ex: territorial issues)

<b>What is Not Working Well?</b>	<b>Why?</b>
Delivery of instruction (traditional calendars at secondary/post secondary)	Tradition – requires huge paradigm shift
Interface between workforce and education (internships)	Not enough of this
Ideological dichotomy between physical science and art	Art and science same methods applied to different areas of inquiry
Disconnect between communication with schools and students, and parents' desires for students	Perception of trades by parents
Incentives from CCS to trades for partnerships (i.e., credits/articulation)	Need for education not accepted by union members/workforce
Business Involvement (i.e., fund training for their needs; not in the trenches trying to improve the staff)	Will support, but not get their hands dirty!
Classes sometime do not serve the entire culture; trade education not geared towards women	ESL/ESOL not being taught at an affordable rate or at all. 46% of workforce is female

### **Recommended Actions**

#### ***Top Five:***

1. Create more partnerships between secondary/post-secondary schools and businesses by assessing business needs, encouraging businesses to be proactive in stating their needs, promoting apprenticeships, and communicating how trade-specific classes can cut costs for businesses.
2. Promote the need for, and availability of, training/education at the community colleges by focusing at the secondary/post-secondary levels, providing education to parents on the values of trade's education (including salaries and demands).
3. Provide adequate resources in terms of personnel and funding to support diverse needs of geographic areas.
4. Continue to create partnerships between secondary/post-secondary and businesses (businesses need to tell us what they need).
5. Community colleges should host more job-specific job fairs. (Example: Construction Trades job fair, technical job fair)

#### ***Other recommendations:***

6. Keep focus on value and need of Career and Technical Education (CTE) in secondary and post-secondary schools.
7. Provide more wide spread education to stakeholders, parents, educators, students (promoting what's available to community colleges).
8. Conduct needs assessments of stakeholders (finding out what businesses need)
9. Replace multiple-choice standardized tests with lab experiences to assess problem-solving skills (more related to job experience).
10. Continue partnerships between K-12, community colleges, and the private sector.

11. Continue and expand communications with businesses to show that trade-specific classes are worthwhile and may cut cost; so they may be willing to invest.
12. Promote apprenticeship within companies (awareness).
13. Create monetary assistance to encourage females to go into trades.
14. Expand career counseling in K-12, especially in middle school.
15. The quality of education needs to be the same throughout Virginia (K-12), aligning demands with SOL.
16. Create more public exposure to trades and the possible salaries that skilled persons can obtain once they receive the necessary training/education.

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## *Workforce, Business and Economic Development Collaboration*

**Annandale, VA • July 21, 2006**

<b>What is Working Well?</b>	<b>Why?</b>
Educated Workforce Easier placements	Government dominated economy Multiple municipalities draw in population with skills
Information exchange between employers and workforce system	Employers are constantly searching & doing R&D (research and development) to get good workers Use of internet
Access to Northern Virginia One Stops for PWDs (Persons With Disabilities)	Work with DRS (Department of Rehabilitative Services), private non-profits Attitude change among consumers & agencies supporting them – from “cannot” to “can”
Collaboration and communication between workforce, businesses & economic development sectors	WIBs (Workforce Investment Boards), Healthcare Alliance, BRAC (Base Closure and Realignment Commission) Committees, Skill Source Group
Local government initiatives	Create job opportunities for disadvantaged populations; provide info on use of technology for job search & development
Removal of physical & attitudinal barriers to PWD (through use of tech; improving One Stop access)	ADA (American with Disabilities Act); increased awareness among businesses (especially larger businesses)
Opportunities for mentor-ships, fellowships, interning	Opens doors, networking, experience, and development. Helps grow expertise in emerging industries
Collaboration between government & industry to develop transportation options to get to jobs	For example, accessible transportation in the Dulles corridor

What is Not Working Well?	Why?
Collaboration is not integrated	Not formalized Silos Tasks/tasking not coordinated/organized (redundancies) Too many repetitive meetings
Business not engaged at right level “Disconnect” between council, board level, and One Stop	Need blessing of decision-makers on day-to-day knowledge Timing of meetings doesn’t accommodate work schedule
“Disconnect” within county between representative designated to attend meetings & the county needs	Representative designated to attend meetings needs to be empowered & not isolated from the day-to-day county needs
Training not keeping up with business needs	Business is not communicating their future needs
Outreach to influencers (parents, guidance counselors, teachers) is ineffective	
No strategic plan for wooing business	
Insufficient economic development funds to retaining/supporting business	Attention and dollars are not being spent on existing business
People who have barriers to self-sufficiency “scare” employers	Resources are available at low cost but employers are not getting proper information about how to overcome barriers
State does not “embrace” local business led workforce development efforts; making efforts “fragmented”	VEC (Virginia Employment Commission) as the responsible organization with the primary funding is <i>leading</i> business or local level
Image problem	Need more from the state to help with the image and the system
Integration of new immigrants into the workforce mainstream	Lack of common local strategy or regional strategy See no value of joining Government is viewed as “enemy” Integration of new immigrants is viewed to be high risk
Preparation to have the skills to enter workforce at sufficient level; foundation is not there (especially with persons with disabilities)	Disabled are not mainstreamed. Need resources; budget deficient in preparation process Force people to compromise Need strong enforcement of ADA Lack of accessibility of communities
Training dollars needed, disconnect between what we are telling business community	
Schools see disabled as “special needs”	
Not enough vision to create strategies	Must have vision at all levels

## **Recommended Actions**

### ***Top Five:***

1. Make WIB funds unrestricted/discretionary to meet local needs – with report back to council. Take funds out of VEC put it at state level in the care of LeBlanc to be managed locally.
2. Provide adequate transportation cross-county and regional. Commit funds for transportation in rural areas and between urban and ex-urban areas.
3. Expand Tele-working by local and state leadership in setting goals, measuring progress, tie into workforce development, and reporting back.
4. Create a cross agency, multi-level, workforce development council to develop a common strategy for training, educating, employing, housing, and transporting Virginia's potential workers. This would improve collaboration.
5. Modify state WIA funding model to incorporate actual population size; not just the percentage of unemployed in a jurisdiction. Percentages do not accurately reflect the actual number of unemployed in a jurisdiction.

### ***Other recommendations:***

6. Promote/integrate others (all public & private partners in the labor market) in the new state workforce information system; accessible to all. Assure information infrastructure is accessible to all PWD. Amend law to remove disincentives for sharing interagency job information.
7. Define with business the value of involvement at WIB and in workforce development. State engages conversations with businesses regarding their needs and concerns about the state workforce system and reports this information to workforce development professionals.
8. Have Daniel LeBlanc conduct focus groups at the state level and with local constituencies at grassroots such as mandated groups under WIA, people with disabilities, and faith based initiative groups.
9. Develop resources and provide training opportunities for people at mid-life career. Aging populations may have to change jobs or may not be able to continue at current job.
10. Have State/Government send message that we value "work and workforce development." Add workforce development metric to all state promotions.
11. Have State to enunciate and share vision in work plan to meet future workforce needs. Share with business, parents, etc. electronically.
12. Remove Medicaid barriers that impede PAS (Personal Assistance Services) and other healthcare benefits in workplace.
13. Allow entry to One Stop services outside resident's jurisdiction to obtain more intensive services.
14. Allow Non-Profits (and constituents of disadvantaged) serving disadvantaged populations to have space in One Stops.
15. Examine code for overly-broad barriers (encourage state to review and examine the barrier definitions in different industry sectors that may be outdated).
16. Include peer-based population groups (immigrant representatives - centers for independent living) in workforce and economic development initiatives.



17. Stress business rational or benefit, for local employers' participation in workforce development efforts. Provide marketing/promotion and education.
18. Place workforce development policies out of VEC.
19. Eliminate age limits from state VR (Vocational Rehabilitation) policies.
20. Assure all One Stops are accessible to PWD.

## Governor's Economic Development and Workforce Development Public Meetings

***The One-Stop Service Delivery System • Danville, VA • July 31, 2006***

<b>What is Working Well?</b>	<b>Why?</b>
Electronic referral system – between partners and One Stops	Efficiency – provides a record/paper trail Customer convenience Prevents duplication Provides quick response
Partnership cross training	Efficiency Educates partners and clients Maximizes staff time Expands resources and expedites service delivery Enhances collaborative efforts between agencies
Virginia Workforce Network (VWN) tracking	Prevent duplication of services to clients Efficiency Universal access to information Provides record of services
Use a variety of career assessments – matches skills with local demands and occupations	Meet employer needs Targets training and services to better meet client and employer needs. Helps client to develop realistic employment goals Assists workers of all ages and abilities and with special needs
One Stop concept – first place to access all services	Efficiency Customer service Transportation barriers in rural communities Partner collaboration
Offering English as a Second Language (ESL) and Spanish as a Second Language (SSL) classes	Efficiency and improved communication Eliminates communication gaps Enhances employment opportunities for hard-to-serve job seekers and permits employers to tap into ESL workforce
Participant job banks for adult displaced workers	Matches skills to employer needs
Job readiness work shops	Ability to role play and complete applications.
One Stop “stand alone” offices not tied to any other agency (example: VEC, community colleges, etc.)	Public identifies with center programs, not agencies

<b>What is Working Well?</b>	<b>Why?</b>
Short-term training (examples: Certified Nursing Assistants, Commercial Drivers License, Cosmetology, etc.)	Jobs are readily available Quickly can go to work

<b>What is Not Working Well?</b>	<b>Why?</b>
Lay-offs don't come to One Stop in a timely manner	"False thinking" of getting another job right away
Partners don't come	Money and staff shortages
Transportation	No public transportation in rural areas
Not accurately measuring "success" – working with hardest to server	No state financial support Policies not working
Demand driven occupations	Employer requirements
Requiring GED's	Not meeting individuals needs – barriers
Employers not requiring GEDs in low employment regions – GED attainment posing no increase in wage/salary	Takes away incentive to get GED
Performance measures: not recognizing part-time employment and employment for individuals with special needs <ul style="list-style-type: none"> <li>• Older workers</li> <li>• Limited income requirements</li> <li>• Disabled</li> </ul>	Does not serve job seekers looking for part-time employment, especially those with special needs and preferences
Minimum wage is not working	Keeps employees at poverty level
Inconsistent policies and forms – statewide – in One Stop system	Each WIB operates differently.
All partners need access to the VEC Workforce Network Information System (VWNIS) <ul style="list-style-type: none"> <li>• Lack of training, data collection, and process system</li> </ul>	Duplication of services Not user friendly
Marketing older workers to employers <ul style="list-style-type: none"> <li>• Benefits</li> <li>• Special/innovative work projects</li> </ul>	Lack of money, marketing, personnel Employers not aware of special needs of older workers

## **Recommended Actions**

### ***Top Three:***

1. Increase the consistency of service across all WIBs by standardizing forms, procedures and policies. Create an electronic database for referrals, case management and coordination of services among all partners and allow access to VEC databases.
2. Increase state and federal funding to support programs for specific populations including, but not limited to the disabled, individuals with criminal backgrounds, older workers and those seeking part-time employment. Funds should be made available to complete psychological assessments and job readiness evaluations.
3. Create a statewide marketing campaign to educate the general public and employers about One Stop services and the benefits and advantages of employing older workers.

### ***Other recommendations:***

4. Revamp the GED to accommodate the needs of special populations (i.e. GED-Level I, GED-Level II, Learning Disabled).
5. Raise the minimum wage.
6. Provide incentives to employers to provide transportation (buses, etc.).
7. Provide incentives to partners and employers to encourage One Stop participation.
8. Have non-affiliated One Stop centers (i.e. VEC, community colleges).
9. Increase state funding for partners training and improve the consistency of training
10. Reduce time frame each WIB has to spend funds and require them to provide funding for follow-up services.
11. Provide funding to agencies for adequate One Stop personnel to permit them to participate in WIA activities.
12. Increase state funding for current programs.

# Governor's Economic Development and Workforce Development Public Meetings

## *Workforce Policy Reform and the Local Infrastructure* Danville, VA • July 31, 2006

What is Working Well?	Why?
Region 2000	Boundaries mirror LM (Labor Market) area, MSA (Metropolitan Statistical Area), VEC (Virginia Employment Commission), VCCS (Virginia Community College System) – Definition of Local Area Fits All boundaries coincide
Region 2000 coordination of services is working well within boundaries	Economic development, local government, WIB, technology all aimed in same direction
Area 8 and Northern Virginia work well with non-traditional partners: <ul style="list-style-type: none"> <li>• Virginia Disabled</li> <li>• TANF (Temporary Assistance to Needy Families)</li> </ul>	Vision and Leadership Sharing resources Non-mandated partners Non-territorial
Region 2000 – Local Government Fiscal Agent (PDC – Planning District Commission?)	Regional agency that deals with regional partners
Train for demand occupations	Based on needs of employers Able to place in jobs related to training From employer input
“Mystery Shoppers” in Northern Virginia, Capitol Area and Peninsula	Gives feedback from customer standpoint
Partnering for grant funds	Helps disabled
Some K-12 systems are doing well in preparing students for employment	Focusing on career paths Everyone doesn't need to attend college – need another form of education
Understand SSI (Supplemental Security Income), SSDI (Social Security Disability Insurance), etc., at One Stops	Still work and keep benefits

What is Not Working Well?	Why Not?
State coordination of workforce development	23-25 programs Used to be 3 agencies & now in Governor's Office Where does the buck stop?
Some of business community not being adequately served engaged or informed	Not aware of the services Competing programs at state (and federal) levels Lack of training (roles, responsibilities, services available) at WIB local (Board Members) and state levels
Organizational structure of local WIB and CLEOs (Chief Locally Elected Officials)	No state standard for CLEOs leads to confusion on <i>who</i> has final say. Does CLEO or WIB have final say? WIA defines VEC state policy. Who hires Executive staff person? Local level policy-making flexibility not understood Learning has to be self-initiated (must take initiative to study web-site)
Geographic structure of Virginia WIAs – some regions are too large	Initial “total flexibility” lead to some WIAs being less effective Lack of continued assessment
Existing Workforce Development resources are not known.	May not have the resources/funding for outreach
Not enough resources	No collaborative method Inconsistent funding for WIB No infrastructure funding
No comprehensive Workforce Development in the state	No pipeline for K-12 to workforce No recruitment/retention – more jobs exist than people Decisions should be on <i>specific</i> data rather than generalizations VEC numbers are sometimes different (numbers given during this morning's presentation are different than what we are using from the VEC website)
“Second Career” Market for the aging, successful or unsuccessful university students, university graduates, PWD (persons with disabilities), persons at midlife, and persons exiting the correctional system	Persons with disabilities No strategy for each market of employee - potential labor force

## **Recommended Actions**

### ***Top Five:***

1. (Governor) Develop strategies on how Virginia will respond to pending reductions/changes in Federal funding for Workforce Development (WIBs).
2. Develop a statewide strategy for workforce recruitment and development. Determine a pipeline (the steps) for specific markets of people (aging, successful or unsuccessful university students, university graduates, PWDs, persons at midlife, and persons exiting the correctional system) to enter the labor market to meet employers' current and future needs and assess those needs on an annual basis.
  - Determine what the state's role is in defining this and the local role
  - Involve other agencies
3. Partner Chambers of Commerce, PDCs (Planning District Commissions), or equivalent organizations with WIBs in a formal Memo of Understanding that details roles/responsibilities of each (cost sharing, leveraging of resources).
4. Provide financial incentives (student loans, etc.) to state, private or any employer for critical jobs to keep them in localities and recruit to satisfy a deficit.
5. Provide financial incentives to employers to keep jobs in Virginia or to bring back out-sourced jobs.

### ***Other recommendations:***

6. Implement "Middle College" statewide.
  - For at-risk 19-24 year olds, drop-outs.
  - Provide GED, career training.
7. (State) Develop and maintain database of all operating workforce development/training programs – public & private.
8. Identify and develop comprehensive baseline data within individual localities/communities for WIBs and communities to use to develop plans of action.
9. Host annual workshop by the state for Best Practices (with local facilitators).
10. (State to) Match Federal Tax Exemptions for employers who hire people with disabilities/TANF recipients, at-risk target groups, etc.
11. Redefine WIA Performance Measures to include business services and core services.
12. Ensure accountability for SWAM (small, woman and minority-owned businesses) in the procurement process.
13. Facilitate/market a common name/branding for WIB services/Economic Development collaboration. There is a Virginia workforce network already.

## Governor's Economic Development and Workforce Development Public Meetings

### *The Workforce System and the Role of the Virginia Community College System* Danville, VA • July 31, 2006

What is Working Well?	Why?
Opportunities for economic development – new focus	New leadership – openness to try new directions
VCCS - 40 campuses representing 23 community colleges	Coverage for entire state. Each person in state within 60-75 minutes of a community college
Dual enrollment for high school students	High school students can begin career path in high school
Career coaches in high school	Reach majority of students even those who don't go to college
Increased emphasis on workforce development by VCCS and business	Cooperation, collaborative partnerships, funds coming into efforts
Middle college (ages 18-24 with no high school degree)	Less costly to get people on career path than to keep them in low paying jobs and on unemployment insurance, provides a skilled workforce for economic development, concept well received by all including participants
Recognition for need for financial assistance	Incentive for new programs
Work keys	Provides career readiness, identifies skills of labor pool, portability
Interest and responsiveness	Good leadership
DCC/Goodyear partnership	Good model that works
Flexibility, consistency, portability – funding stream	
Interagency cooperation – economic development/VCC/state chamber, Pre-K-12, post secondary education	Coordinated effort
Strong outreach to distressed neighborhoods, Alliance for Excellence, neighborhood centers, Middle College	Strong commitment to access
Summits – Data gathering, cluster analysis	Strong partnerships between education institutions, VEDP and localities



<b>What is Not Working Well?</b>	<b>Why Not?</b>
Career coaches and middle college	Not funded by General Assembly (agreement they were great concepts)
Not enough collaboration between regional community colleges and other governmental and educational institutions	Lack of incentives including regional incentives, funding formula for operation of community colleges, turf
Lack of collaboration with apprenticeship programs and labor force	Lack of information sharing
Cooperation between high schools and community colleges.	Disconnect between jobs and type of education needed
Path to industry certification	Limited funding. (Agreement it was a good program)
Marketing and new programs (i.e., work keys and career readiness certification). Basic skills – system is overwhelmed by sheer numbers of people needing basic communication skills	Not enough funding  Historical, educational requirements of lost jobs
(Example given to document above by factory manager in group) – Pool of 300 yielded 8-10 viable candidates; lost 200 or more just through the application process. Another person in group reports less than 5% of an applicant pool is ready to work. Recommendation: Make Career Readiness Certificate a broader tool	
Academia is not aware of company needs	Not enough input relative to needs of industry
Education is process focused, not results-focused	
K–12 doesn't focus on the basic skills – communications, writing, job applications	
Not an integrated system including all partners – economic development, industry, education, social systems, government	

### **Recommended Actions**

#### ***Top Five:***

1. Increase communications between DBA, VCCS, VEDP, WIB, and high schools to increase collaboration in career path development, industry integration of soft skill development in school programs, greater collaboration and sharing among VCCS schools.
2. Increase business and community input.

3. Define roles better and alleviate overlap of programs. Fund them appropriately, measure results, and hold appropriate persons accountable.
4. Put the dollars where the action is, seek employer buy-in/understanding.
5. Need more workforce development models with emphasis on life skills, and work ethic (start young).

***Other recommendations:***

6. More Apprenticeships, workplace training, mentoring, on-the-job training.
7. Fully fund middle college and career colleges.
8. Effectively fund non-credit workforce training in VCCS.
9. Follow-up and act on 1986 study.
10. Establish a “Regional” clearinghouse for leadership and organization – regional workforce consortium that includes private sector (majority of consortium membership), local government (city/county manager, council/supervisors, economic developers), economic development, all facets of education (public schools, VCCS, higher education), chamber, VEC, and WIBs.
11. Make sure program objectives are defined to deliver results.
12. Establish state group to champion, advocate role, and encourage participation.
13. Programs need legs to stand on: Four legs of the stool – 1) funding – predictable, flexible, combine or redirect funds to make available for regional needs, 2) inclusion of industry (the customer – manufacturing, retail, healthcare, tourism), 3) education (private, VCCS, public – Pre-K-12, higher education and inclusion of persons 24-55 years of age for training, and 4) public relations – marketing and outreach.
14. Make any program accountable – set goals and measure results.
15. Measure ourselves against a global economy and education.
16. Make Career Readiness Certificate (CRC) a broader tool.
17. Redefine/modify the Workforce Investment Boards (WIB) by forming regional clearinghouse/consortiums for leadership that is based on the community colleges’ service areas. They would be charged with accountability and obtaining results. The goal would be to keep industry at the table with industry representing at least 50% of the membership.
18. Create a new workforce development model that incorporates soft skill and life skill development and focuses on workers of all ages, not just those in their earlier years.
19. Better collaboration/communication among all “players” involved, including among community colleges.

# Governor's Economic Development and Workforce Development Public Meetings

## *Workforce, Business and Economic Development Collaboration*

**Danville, VA • July 31, 2006**

<b>What is Working Well?</b>	<b>Why?</b>
Strong array of organizations and agencies in the Commonwealth providing services to individual and to businesses	Agencies recognize the need, and funding is available, for programs to serve targeted needs of population. There is a disparity between economic strength in Northern versus Southern Virginia
Teen GED pathways program	High school dropout partnership between schools, business and goodwill
GED program in Martinsville (participating city) and the Danville Community College (DCC) Regional Center for Applied Technology and Training's customized training for new and expanding employers	\$100 incentive through WIA program offers tax incentives for GED graduates. Awareness of service exists and flexibility of DCC to design training
Institute for Advanced Learning and Research, and Library of Pittsylvania County basic computer training classes	Awareness of programs, need for computer skills, accountability of institutions offering training
Employment summit hosted by Danville and Pittsylvania Chamber in spring 2006	Good publicity and strong partners – especially churches
In K-12, increasing focus on preparing students for more advanced jobs, alignment of credit with college <ul style="list-style-type: none"> <li>• Galileo Magnet School</li> <li>• Halifax Academies</li> <li>• Pitts. Co. Pre-Engineering</li> <li>• Piedmont Governor's school for math, science, and technology</li> <li>• Martinsville/Henry Co. career day, tech. prep.</li> </ul>	Increased recognition of need to prepare students for high-tech jobs and careers. There is a partnership with businesses, government, and organizations. Businesses want an education workforce
Goodwill industry training for displaced workers with disabilities	Proven track record
In Martinsville, referrals by VEC working effectively with partners	Strong partnership group, good location, automated referral system, strong evaluation process, strong on-the-job training in place
Goodwill industry partnerships with businesses that are eager to hire trained workers	Tax incentives and confidence in Goodwill training
Community vision	Cooperation between City of Danville and Pittsylvania County
Region 2000	A coordinated vision between the localities

<b>What is Working Well?</b>	<b>Why?</b>
Tobacco Commission	Put incentives in place to replace leaving businesses
State incentives to attract businesses and jobs	VEDP is working aggressively with region
The expansion of higher education research capacity in a number of universities	An investment in the most important thing in economic development
Greater realization of opportunities/problems	Evidenced by job fairs, publicity
Community collaboration	Awareness of problem, government support
Local VEC, One Stop center	VEC in South Hill screens applicants for employers
Hatcher Center, Good will	Work Adjustment Training, incentives for severely disabled, job placements in community

<b>What is Not Working Well?</b>	<b>Why?</b>
Economic Workforce Incentives	Little or no representation from manufacturers on boards. Tendency to forget the local existing businesses
Metrics being used to evaluate incentives	Should be economic – not based on an individual project
No incentive to keep educated workforce	Opportunities exist elsewhere
No incentive for new industry to come to Southside	Need special incentives for Southside from state and federal government
Retraining the workforce	No jobs available once retrained
College and high school educational system	High schools do not focus on good work habits and need to coordinate with manufacturing needs
Economical development for non-profits	All economic development funding going to profit organizations
State and federal procurement	All goes to Northern Virginia and overseas
One Stop not working in Pittsylvania County, Danville, Roanoke (area 3)	Service area too large, there is a leadership vacuum, diversity of rural and urban areas, insufficient funding
Lack of inclusiveness of all population groups (seniors, disabilities, youth, etc.) – too much variation in services in workforce development efforts	Special interests have pushed certain groups, lack of recognition of full need, insufficient funding
Issues with awareness of programs and services	Hard to reach Southside population with information. No single, or even handful of communication mechanisms (expense of publicizing, lack of transportation, low literacy levels)
Holistic education in K-12 versus teaching to test	Virginia SOLs and federal No Child Left Behind

<b>What is Not Working Well?</b>	<b>Why?</b>
Not enough emphasis in high school preparation for life beyond K-12, both college bound and vocational education	Funding tied to high school performance, need more remedial education in reading and math, and need more teacher training
Statewide strategy for workforce	Statewide plan has not existed (that we are aware of). Need to address very different workforce needs of Southern versus Northern Virginia
Understanding of local business needs across region that includes a larger area than one city and one county	Not enough cooperation between political subdivisions
Insufficient access to public four year college degrees in Southside	Policy for distribution of state funds weighted toward colleges versus regions
People receiving Social Security are lack strong desire to work longer hours, and job means loss of experienced work base	Federal policy associated with social security

### **Recommended Actions**

#### ***Top Four:***

1. Provide state incentive programs to stimulate and support entrepreneurship.
2. Develop regional visions that reflect regional needs and bring those visions together to develop the statewide plan.
3. Develop statewide strategic plan to include metrics (and penalties for non-achievement) and address the needs of Southside and Southwest Virginia in particular. One size does not fit all across state.
4. Increase the focus on K-12 education to include career readiness skills (as well as academic courses) and consider a year round school schedule to help remediate those falling behind.

#### ***Other recommendations:***

5. Reach out to business organizations from VEDP for input on workforce development decisions and emerging demands.
6. Establish points of contact between employers and training providers at the local level to improve communication.
7. The state should use its budget and investment portfolio as an economic development tool in regards to procurement.
8. Implement relevant education in high schools in relation to the region's future.
9. Meet regional demands for global business environments to help Virginia's workforce.
10. Blend state's economic and workforce initiatives so they work together.
11. Direct funds to Southside region to initiate strategic, future-oriented four year public degrees (science, math, technology).
12. Address areas where One Stop is not working and make interventions to allow them to meet stated goals.

13. Address leadership inconsistencies in VEC offices at the local level to better coordinate with state.
14. Provide leadership at state level to bring economic regions together in planning and service provisioning.

## Governor's Economic Development and Workforce Development Public Meetings

*The One-Stop Service Delivery System* ● Norfolk, VA ● August 2, 2006

What is Working Well?	Why?
WIA front-line workers (collaboration)	Sharing of information
Staff certifications	Provides trained workforce development professionals
One Stop set up in Prince William County	Dividing youth and adult services
Offering a variety of services	Numerous workshops
Outsourcing staff in region 16	Provides more access of services to the customer
Staff assignments to One Stops – capitalize on strengths in workforce development	Provides customers knowledgeable staff (specializations)
Capturing data via electronic systems	Track number of customers utilizing services
Workshops (job readiness, interviewing skills, etc.)	On-site, free
Comprehensive assessments such as Work Keys, GED, etc.	Help with employment options Career-focused
Universal access	Serves whole community
Employment and education opportunities	Increases placement and wages Skill upgrades
Partnerships/collaborations (referral process)	Increases referrals
Limiting duplication of services	Needs are identified faster; agency services are available and targeted
Making services accessible	On-site partnerships improve accessibility
Convenient locations	Accessibility via bus routes or have parking
Core level services such as computer access and workshops	Free and available computer equipment
Access to training funds	Build skilled labor force
Access to video conferencing	Streamline planning
Assisted technology	ADA compliance

What is Not Working Well?	Why?
State vision for One Stops	Not clear, need to work regionally on visions
Lack of state funding	Authorized taxes to support One Stop system
Too many rules, regulations governing referrals and complicated ways to access services	Duplication of efforts to assess eligibility
Poorly trained staff (no cross training)	Poor customer service High turnover Loss of passion

What is Not Working Well?	Why?
Too many intake forms	Duplication of efforts
Inadequate funding <ul style="list-style-type: none"> <li>• Staff</li> <li>• Resources</li> <li>• County support</li> </ul>	Department of Labor WIA funds are being cut Agency/county support
Partnerships	Communication Funding
Memorandums of understanding	Not working together Too many rules and regulations
VIEW (TANF reauthorization)	Organizational disconnect between VIEW structure and purpose and One Stop objectives and accountability measures
Duplication of services	Job development activities Employment services Assessments Individual intake and processes
Unclear purpose of the One Stop	Different meaning Focus (businesses, agencies or people?)
Who is the Jobseeker? Are they ready?	Client base: Definitions differ by agency
No statewide support of facilities	No statewide process or state leasing agreements
Working though One Stops	Not everyone using emergency response to maximize response to lay-offs

### Recommended Actions

#### *Top Four:*

1. Clearly define what the One Stop system is and define roles and responsibilities, methods for meeting the needs of agency customers and ensuring they are not underserved, and ways to share agency resources
2. Remove the state policy restricting WIA grant recipients from operating One Stop service delivery systems.
3. Create shared web-based databases that utilize universal intake and eligibility forms to reduce duplication of efforts.
4. Increase state financial support, leverage additional federal funds and pass legislation authorizing localities ways to generate local revenues to support local workforce development initiatives

#### *Other recommendations:*

5. Mandate partner participation and create a funding consortium to mandate the pooling of financial resources.
6. Set aside specific funds for transportation (car repairs, bus transit, etc.)
7. Fast track special populations thru One Stops (people with barriers)



8. Establish core competencies for all workforce development professionals (levels of training, certifications)
9. Consolidate partnering offices (space)
10. Provide regional One Stop and partnering agency staff cross training (once a year)
11. Share performance guidelines
12. Develop shared placement specialists
13. Develop a comprehensive program guide/handbook of resources that is user-friendly
14. Add more partners to One Stops

# Governor's Economic Development and Workforce Development Public Meetings

## *Workforce Policy Reform and the Local Infrastructure*

**Norfolk, VA • August 2, 2006**

<b>What is Working Well?</b>	<b>Why?</b>
<p>Workforce Investment Boards (WIBs) 14 &amp; 13</p> <ul style="list-style-type: none"> <li>• Core group leaders</li> <li>• Subcommittees working well</li> </ul>	<p>Executive committee is passionate.</p> <p>Subcommittees:</p> <ul style="list-style-type: none"> <li>• Good involvement</li> <li>• Adding new committees</li> <li>• Subcommittees have good participation</li> <li>• Decisions made in subcommittees are made well than sent to Exec committee</li> <li>• Staff competent/expertise</li> <li>• Continuity of personnel</li> <li>• Good relationships</li> </ul>
<p>Partnerships with Economic Development</p> <p>Partnerships with businesses between Economic Development/WIBs</p>	<p>Relationships/partnerships with employers.</p> <p>Willingness to work together</p>
<p>Funding going to local WIBs is working well</p>	<p>WIBs know area, good relationships, and how money needs to be spent</p>
<p>Flexibility between funding streams.</p> <p>Example: Major business layoff/closing, can utilize funding from Adult Funds for dislocated workers</p>	<p>Flexibility: Able now to use funds from one source to another source, can be done on the local level easily. Currently a waiver is in place to do this; however, the waiver may not last</p>
<p>Partnerships between workforce development groups and business</p> <p>Community working well</p>	<p>Sub-area partnership meetings/ high participation</p> <p>Employers hosting meetings so partners can get to know business and vice versa – both groups learn about one another</p>
<p>Adjoining WIBs working well</p>	<p>Familiar with one another</p> <p>Continuity</p> <p>“Crossover” on boards (some of the same members are on multiple boards), and crossover on memberships and grants</p>
<p>Multiple WIBs working well (large WIB areas vs. small)</p>	<p>Great diversity in each specific region, need WIBs separate due to specific needs of each region</p> <p>This is an advantage, in the past, combining regions has not always worked due to funding</p>

<b>What is Working Well?</b>	<b>Why?</b>
Currently WIB areas 16, 14, and 13 are doing well against negotiated standards (17 standards)	Consistency, learning process and continued continuity will help Change would be bad

<b>What is Not Working Well?</b>	<b>Why?</b>
Limited business participation	Busy schedules. What's the attraction? What's the outcome? What is the benefit to the bottom line? Limited business – variance between skill sets and employer needs
Disconnect – federal constraints of the programs compared to what business needs are	Federal funded, all partners aren't contributing; expectations aren't managed well; restrictions on how funding can be used
Lack of “one stop” for all businesses and workers	Forced to co-locate, lack of pro-activity; constraints on resources
Funding for bricks and mortar	Lease vs. ownership of a building to co-locate services; the long term financial commitment
Resources provided: lack of aid to employers raising employee levels and addressing entry level needs	Costs associated with training; focus is on the hard-to-serve but not on “raising the bar” (increasing the skills to move up in the organization) of the entry level employee
Lack of career ladder and promotion on the ladder	Entry level focus; current entry level is lacking succession training
No incentives to employers to train existing employees and community	Incentives don't match employer expectations
Businesses aren't providing the “technical” training as promised	Incentives don't match employer expectations

## **Recommended Actions**

3. a) Partner with local businesses and schools to create apprenticeships to pull entry level to next level.
  - Subsidize as required.
  - Study certain employers to identify need.
  - Develop plan.
  - Use NorshipCo., Public Works Academy, Tidewater Builders Association (TBA) Building Trades Academy as examples.
  - Use sliding scale based on income and desire.b) Develop a funding mechanism to help employers improve competencies and skill sets of existing employees.
4. Centralize delivery of resources across the state (Health and Human Services [HHS], education, etc.); get buy-in for a collaborative system that produces efficiencies and effectiveness.
  - Develop a local and state resource map of funds so we know what funds are out there and how monies can be used.
  - Develop a dedicated funding stream for local one stop operation.
5. Engage state and local elected officials to provide directive to staff to leverage state and local government and school's purchasing power to meet employment and training needs of hardest to serve (Example: contract with training Non-Profit Organizations providers to meet a government need – food services, custodial services, etc.) and create transitional employment.
  - Introduce legislation to mandate quotas.
  - Have state workforce council establish resolution for WIBs to consider and adopt.
6. Provide dollars for both the hard-to-serve and the under employed; allow flexibility to use those dollars to match the needs of employers at the local level.
  - Create ability to meet workforce needs at all levels of the workforce; asset management of all workforce development assets not just WIA.

## Governor's Economic Development and Workforce Development Public Meetings

### *The Workforce System and the role of the Virginia Community College System*

**Norfolk, VA • August 2, 2006**

<b>What is Working Well?</b>	<b>Why?</b>
Tech Prep programs	Joint curricula development (K12, community colleges, businesses)
Dual enrollment	Early entrance to jobs, early decision on career path, statewide system, saves money on college tuition
Alternative programs (ex: Middle College)	Alternative environment to retain students; way to attain high school diploma and get college credit
Apprenticeships	Relevance of learning
Partnerships between businesses, community colleges, and high schools	Increased communication between these groups
State system flexibility	Allows for local autonomy
Co-op programs	Transition to a career/profession
Customized training and career development	Directly aligned with business needs
Career coach program partnership with K-12	Provides additional resources to high school counselors
Robust system of advisory committees linked to tech programs (ex: 54 committees at Tidewater Community College)	Receive direct input from local employers
Community colleges recognize that traditional schedules don't work for industries	Nights, weekends and multiple schedules are more responsive to needs
Community college workforce development programs work well with Career Readiness "Work Keys" and Key Train; more applicable to industry than college entrance exam	Open entrance-open exit; Key Train lab accommodates students and working adults
Virtual classrooms at community colleges	Reaches more people; more flexibility
Community college classes that are offered on-site at local businesses	Flexibility
Development of specific curricula to meet business needs	Flexibility
Recognized need for academic and workforce curricula	More options
Increased dialogue between K-12 and community colleges	Creates better understanding and mutual benefits

<b>What is Working Well?</b>	<b>Why?</b>
Increased understanding and recognition of business needs through activities such as tours of businesses	Creates better community college/business partnerships; community college staff can see skills in action
Better partnerships between community colleges and WIBs	WIBs “connect the dots”
Community colleges working with One Stops as partners	
Community colleges providing remedial courses	Gives more people a chance to get into college
Small Business Development Centers partnering with high schools to provide “virtual businesses” in marketing classes	Exposes students to business realities
Better communications about certifications	Increase in certifications
Businesses providing skilled technicians to teach courses	
Community colleges are sensitive to the needs of clients	Partnerships for OJT
Community colleges are producing “completers” who are being employed	Different definition of “completion”
VCCS has Vice Chancellor for Workforce Development	High level visibility with academic Vice-Chancellor around issues and cooperation
Regional structure of VCCS	Improves ability to work within region for economic/workforce development
Improved Articulation of credit acceptance at 4-year institutions	State mandate
Up-to-date facilities	State support
Streamlining of federal Perkins Funding (occupational funding)	More efficient funding process

<b>What is Not Working Well?</b>	<b>Why?</b>
High school graduates with no skills	Too much emphasis on SOLs; limited high school course offerings geared to career/technical training
Public perception of community college	Lack of communication to parents on Tech Prep and other options
Community college not marketed as a place to build job skill sets that lead to high paying jobs with benefits	Parents are unaware of benefits of sending their children to community colleges
Standard diploma students are not getting skills in career/technical areas	State mandated diploma needs more work
Need to market articulated credit as valuable	Lack of awareness

<b>What is Not Working Well?</b>	<b>Why?</b>
High school students who are delayed from graduating may dropout without having any basic skills	GED not recognized as high school completion; little emphasis on vocational track
Students don't have strong employability skills (13 state-identified skills)	Not ready for the working world
Change in role of high school counselors; not much career coaching	Lack of vision for available jobs
Vocation versus education; limited time for skills development	Focus is on college graduation, not what students can do after they graduate
New welding curriculum not funded by state	Limits options
Training of current employees	Employees lacking needed skills; not supported by companies
Aligning specific skill sets with college success	Infrequent dialogue between high schools, community colleges, and 4-year faculty; unprepared parents
Not taking full advantage of "Work Keys" and Career Readiness Certifications	Lack of support, recognition of programs and marketing of programs
Avenues of communication between businesses, and education systems	No system available; no funding
Lack of work ethic and personal values	Creates problems with getting/keeping jobs
Customized training programs not funded well	Not competitive with neighboring states; small businesses cannot afford training
No alignment of SOLs and college success	Colleges not involved in SOL development
Marketing of technical careers to high school students and their parents	Creates lack of understanding for parents and students; limits options; counselors push 4 year colleges and professional programs
Secondary and post-secondary faculty and counselors knowledge and exposure to career areas	Lack of opportunities
Lack of local autonomy for high schools (state requirements for high school classes)	Creates misalignment between technical classes in high schools and community colleges

## **Recommended Actions**

### ***Top Four:***

1. Better marketing of high school/community college pathways so that parents understand the cost savings and effectiveness.
2. Utilize the community college system as a focal point to bring industry clusters together to better identify their educational and training needs.
3. Recognition of the GED as high school completion on the federal level.
4. Pay attention to HB 1424 advocating that standard diploma students take a career and technical complete sequence as a part of their curriculum.

### ***Other recommendations:***

4. Streamline and simplify the articulation and admission processes at the community colleges.
5. Use “Work Keys” for employee skill assessment and place “Key Train Tutorial” on a statewide website. Also, make it available to all public libraries.
6. Create better awareness of what educators do in regards to workplace readiness/career development and provide counselors with the time to perform these duties.
7. Gain greater commitment from businesses in regards to career development and training for their incumbent workforce through collaboration with K-12, community colleges and workforce development.
8. Identify and implement alternative programs that focus on workplace readiness to channel potential dropouts.
9. Develop initiatives that identify reasons for the increase in high school dropout rates and ways/interventions to prevent this.
10. Create more funding streams for workforce development and include non-credit activities in funding formula.
11. Develop a more flexible definition of college program completion based on the individual learner’s goal.
12. Emphasize need for more career coaches as link between K-12 and community colleges.
13. Create financial aid programs at the state level for part time students. Use the West Virginia program, HEAPS, as an example.



# Governor's Economic Development and Workforce Development Public Meetings

## *Workforce, Business and Economic Development Collaboration*

**Norfolk, VA • August 2, 2006**

<b>What is Working Well?</b>	<b>Why?</b>
WIBs/One Stop best practices, such as at the Fairfax WIB	Partnering with economic development agencies, middle schools, social services agencies, for-profit companies, ESOs, faith-based, and community action organizations, human services organizations, housing authority
S.T.O.P.'s second chances program for ex-offenders	Strong collaboration with cities and business community (money)
Business retention and expansion initiative	Collaboration with economic development entities and community colleges
Those community colleges that are working in partnership with employers,	Focus on employers' needs and demand driven training
WIBs/One Stop working with (Peninsula Workforce Development Center and others) non-mandated partners	Can leverage money, job opportunities, actively go out to seek and recruit, etc.
"Merged" organizations, such as the Economic Development Authorities (WIB Board) and re-aligned organizations (WIB/ Peninsula Workforce Development Center)	Combined executive councils, streamlined, flexibility, new funding streams, and demand focused increased accountability of players, non-WIA funds, and enhanced collaboration with economic development agencies.
Department of Business Assistance's Workforce Division	Centralizes the state's workforce programs and resources, such as workforce grants for expansion, training and recruiting, and used as an incentive
Commonwealth Workforce Networks (22 in Virginia)	Share ideas, mix of partners, partnership with DRS, DSS, Senior Services, AARP, and community colleges
Franklin and South Hampton economic development entrepreneur program in high schools	Provides exposure to become an entrepreneur and gives relevance to education (apply what one has learned)
Paul D. Camp Community College, Opportunity Inc., and Tidewater Community College pre-employment and job skills Job readiness programs get basic skills to under-employed workers. VEC also provides coaching and search skills	Engaging workforce, filling jobs, and employing individuals with benefits

<b>What is Working Well?</b>	<b>Why?</b>
Business incubation	Advocates for small business, new business, and new jobs
Chesapeake Economic Development Department Summit	Facilitates discussion and partnerships between business, municipal departments, education, economic developers, and community partners
Career Readiness Certificate	Standard for employers to know “quality” of candidate for job.
Successful partnerships, such as Opportunity Inc, and Hampton Roads Economic Development Alliance?	Education of stakeholders, regional collaboration, and development of global workforce
Job development by VEC, Department of Rehabilitative Services, Opportunity, Inc. Social Services agencies, and Empowerment 20K.	Job creation, placement of candidates, and employer education
Youth Career Café – in a Hampton mall for those aged 14-21	Designed by kids, supported by schools, no WIA funds, private/public funding and partnerships, engages kids only on location, offers wireless internet access

<b>What is Not Working Well?</b>	<b>Why?</b>
Career Readiness Certificate	Needs to be introduced in middle/high school
Employer buy-in investment in training and education for employees with little education	Employers can fill positions with trained employees from other companies/businesses. Not interested in economically disadvantaged population
Assisting folks with criminal records	Employers do not want them. If you stole money you cannot work with jobs handling money
No collaboration among local entities (social services, workforce and economic development agencies)	No regional mechanism to pull agencies together
Disconnect with job opportunities for disadvantaged segments of society	Disenfranchisement with education
Engaging business in educational system	Employers do not know how to engage student – do not see long-term need
Educational system not working for students in preparing for the career track	Failure to connect school to industry (course work not relevant)
Children falling through cracks	Hunger, drug abuse, poverty, breakdown of family
Entrepreneurial exposure/opportunity	Lack of education and training

What is Not Working Well?	Why?
Chamber of Commerce and regional economic organizations do not have strong workforce emphasis. There are no links to potential workforce and no marketing	Lack of knowledge about who does this within an organization
Communication between employers and economic development	Employers are not educated
Bridging the gap between employers and available labor	Employers are not educated
Ex-offenders are not supported by society	Employers are not educated
Regional transportation (for childcare and healthcare) and other worker issues	Funding and infrastructure do not exist
Education system (K-12)	Need earlier identification with testing, assessment, career planning
Businesses need to engage with education systems early on	Lack of awareness among teachers, counselors, etc. Materials are not available to guidance counselors regarding Career Pathways and industry partners. Not enough career exploration

## Recommended Actions

### *Top Five:*

1. Expand public transportation system to create universal access for workers
  - Encourage corporations to subsidize employees' childcare, eldercare and transportation costs
  - Expand transportation system to create a regional network for cities in Hampton Roads so that employees can connect to jobs, daycare, etc. in their own cities and surrounding areas
2. Find creative ways to engage and retain students in the education system, such as:
  - For current WIB, increase representation so that real "voices" are given for youth, ex-offenders, disadvantaged. Create a commission with representatives of agencies and stakeholders from education, workforce development, economic development, and social services agencies
  - Identify business mentors for students
  - Find a way to interest students in math, science, and foreign languages (particularly-Chinese population)
  - Develop a Business Academy for high demand career areas and introduce at middle school level.
  - Create a model for a youth initiative, such as Hampton's Youth Career Café, and implement throughout state.
  - Hold student field trips to local businesses and involve Opportunity, Inc., economic development, educators, workforce development agencies, VEC, etc.
  - Provide vehicle to assist students to achieve diploma/GED and remove education barriers such as requiring students to receive permission to get GED

- Individualize education
- 3. Realign workforce, business and economic educational organizations so that the focus is on demand driven measurable outcomes
- 4. Create resources for providing money to fund best practices that have resulted in measurable, positive outcomes: private-public partnerships
- 5. Place a position at the state level to resolve the conflicts that exist between ex-offender programs and laws that prevent them from working.

***Other recommendations:***

6. Create quality and affordable workforce housing
7. Provide support to programs that address the employment problems associated with the aging population, ex-offenders, disadvantaged population, and people with disabilities
8. Increase public-private investment in business/workforce development
9. Re-evaluate what “region” is and bring partners together to develop workforce. Include Department of Social Services, Economic Development, Education, Workforce Development
10. Tie funding to measurable outcomes and stop money when outcomes not achieved
11. Engage businesses with incentives tied to targeted groups, i.e. state-match with federal Work Opportunity and Welfare-to-Work Tax Credit
12. Increase the amount of federal/state tax credits to businesses.
13. Create and fund positions for employment coaches, mentors, etc. to provide long-term employment services and support to disadvantaged, low-income employees.
14. Create an RFP process for best practice programs to train and help replicate their programs throughout the state

## Governor's Economic Development and Workforce Development Public Meetings

*The One Stop Service Delivery System* ● Weyers Cave, VA ● July 20, 2006

What is Working Well?	Why?
Great partnerships that might not have happened at the community level	Act mandates participation Greater understanding, respect, trust Mushroom effect
People are finding jobs and are better served through partnerships	Strong partners
Some circumstances where memorandums of understanding among state agencies have helped (example: leases)	Improved communication Barriers removed
Locally driven – address local needs	Target limited resources locally Local strategies, priorities
United front at the local level	Keeps us unique Local focus

What is Not Working Well?	Why?
Cost sharing among partners, though they do participate	Silo funding Money spread out among lots of agencies Less money available, especially federal, more reluctance to share resources
No centralized driver, no coordinated state system, too much pushed to the local level	Policy Funding History (multi-federal programs) Mandated participation with no incentives
Private sector participation uneven across areas (some work well)	Difficult to engage higher level people; larger employers One shot to engage – must be substantive effort
Insufficient funds to administer programs, money gets spread out and lessens impact	Fewer services to customers
Leveraging local and private sector funds	Viewed as a state and federal responsibility Few success stories being told
Achieving balance between client needs (workers) and employer needs	Funding – blending Finding ways to engage businesses and see benefits Whoever is the sponsor agency provides a perception to employers – example, DSS
WIA requires certification but there is no state standard for center and staff – need core competencies	Inability to establish state standards and coordinate Local areas reluctant to change

Confusing organizational structure in region – rules and responsibilities are unclear	17 different approaches in state with only general guidelines on how to operate
Communicating to public the One Stop concept - majority of customers access through whoever is the host agency	Little co-location of partners on full-time basis
Changes in business location decision-making – more opportunities to recruit back office operations	Requires different skill sets (ex: engineering or architecture)

### **Recommended Actions**

#### ***Top Three:***

12. Provide incentives to increase local government and private sector participation (example: offer tax incentives for workforce investments, especially for hard-to-serve populations). Clearly identify roles and responsibilities and focus on tangible actions and results. Increase active involvement of businesses with primary education through apprenticeships, internships and business enclaves.
13. Develop state standards for workforce center and staff certification to ensure core services and competencies are in place. Market the state system, not sixteen regional systems.
14. Create a strong state effort to support reauthorization of WIA and become more vocal regarding budget cuts – advocate with other states and organizations.

#### ***Other Recommendations:***

15. Create mechanism to link and support WIB members, especially private sector participants.
16. Promote, create and support chat room functions via State Workforce Council and/or WIBs to provide outlets for problem-solving, information exchange and promote available services.
17. Increase awareness of workforce and primary education linkages
  - Marketing and promotion via Internet
  - Conferences and forums
  - Document success
  - Include local officials and economic developers.
18. Provide work Visas for immigrants to help document who is here and permit them to work.

# Governor's Economic Development and Workforce Development Public Meetings

## *Workforce Policy Reform and the Local Infrastructure*

**Weyers Cave, VA • July 20, 2006**

<b>What is Working Well?</b>	<b>Why?</b>
Good interaction (collaboration) between local business sector and services sector	Good independent representative on board Good recognition of interdependency
Work closely with/BRCC for grant writing, etc. Extra money for training (high performance manufacture)	Good WIB director Community understands WF needs Expertise sought
Built good regional concept (WIBs 4,5 and 6)	Relationship building and good board
VEC finance office maintains records, pays bills; very responsive	Good council
	Small region has worked well because WIB knows business community.
Good communication from WIB director on benefits of involvement WIB 6 downsized (53 to 34)	Can get commitment
Process of selecting new information (data management) system – centralized source of anyone serviced by agencies	
Growth of director association	Venue of communication and consolidate efforts to make changes
State level – coordination with workforce services (DBA) program to serve business (increased effort to...)	
WIB is fiscal agent	One less level of bureaucracy. Now streamlined
Business interest and participation in WIB is high	Close community relationships, leverage resources as collaborators
Coordination of public agencies is O/S in Valley (no turf wars and networking)	Collectively can achieve goals together, but not alone
Limited number served are served well	Highly qualified and caring service delivery providers
Consolidating regions	Recognized more in common : economy of scale

<b>What is Working Well?</b>	<b>Why?</b>
Customer needs to come first	Strong coordination between government agencies and groups Good communication due to mutual respect and openness Shared values
Do take advantage of state incentives albeit limited	Great cooperation with public and private employers
Merger of two regions	Had things in common – key Shared staff doing similar tasks
WIBs are reactionary, not forward thinking (i.e. immigrant workforce) what resources are we putting toward these needs	Regional diversity
Lack of coordination effort and sharing of best practices and funding to implement them	
Most community college relationships are good, but need more coordination with four-year universities	Community College's are mandated "partners"

<b>What is Not Working Well?</b>	<b>Why?</b>
Low funding; inequity of funding area to area	WIB needs "base" funding for operational needs
Only WA as a funding stream	Considerably more money available that is not filtered into strategic planning
One dimension funding formula (rate - %)	Needs to be multi-level funding numbers (use discretion funds)
Need One "Resource" Bank <ul style="list-style-type: none"> <li>• TRN</li> <li>• Higher Education</li> <li>• Transportation</li> <li>• Tuition, books, supplies</li> </ul>	Resources not shared when working with one person with many needs (leveraging resources from region to region)
What else is available in community	Not identifying all public and private resources
Identifying skill sets needed	Lack of focus. What are target industries? What are occupational goals for community? Too much doing own thing vs. bigger picture what will we be known for? What is our corp. identify
Regional economic diversity – the larger the area, the harder to know needs	
Little/no support from state level	Lack of focus direction at state level, hard to get information and guidance
Business need a roadmap to available services (local ED rep. may be most logical, SBA, SBDC)	Don't know what you don't know



<b>What is Not Working Well?</b>	<b>Why?</b>
Definition of One Stop Center services varies by region	
Not enough interaction with chambers and other business associations	They have means to get information out; why reinvent the wheel
What happened to industrial occupation? Cluster analysis	How can we use it?
Effective provision of business services (working on it)	Businesses find it a pain to deal with Not enough people who qualify to make it worthwhile
Funding decreases as unemployment does – hard to effectively manage and promote programs, plan for long-term needs, etc.	Lack of funding and small staff
Some agencies don't want to work with WIA; some localities aren't thinking regionally	

### **Recommended Actions**

1. Assess from region to region all assets, needs and capacity.
  - Funding
  - Training
  - Placement
  - Labor exchange
  - Dealing with hard-to-serve
  - Etc.
2. Set an overall mandate for public funded groups and encourage, invite community – based and special interest groups to work together.
  - Through grant agreements
  - Media announcements
  - PSA
  - Public forums
  - Governor declaration
  - Planning Committees – cooperation
3. Provide adequate “baseline” funding across all WIBs at a minimum of one mission per workforce area, plus funding on special needs based on numbers served. (Using state funds to implement state mandates).
4. Implement and use industry and occupational cluster analysis to plan for current and future workforce needs, and provide funding for incumbent and future workers.
5. Reduce number of agencies that deal with training and employment to reduce duplication of effort.
6. Conduct workforce development best practice study across the nation and state and apply best practices that will work in Virginia...need direction/leadership from state with stake holder participation/input.

## Governor's Economic Development and Workforce Development Public Meetings

### *Workforce System and the Role of the Virginia Community College System* Weyers Cave, VA • July 20, 2006

What is Working Well?	Why?
Flexibility of community college staff and programs	People are responsive; distance learning lifts barriers
WIBs bring varied stakeholders together to discuss issues	Law says "do it" and people are committed
Chamber breakfasts are a good vehicle for sharing information	Brings businesses together in a non-threatening environment
Career awareness software available	Gives high schools and youngsters a tool to check out careers. Shows high school students what different careers pay
High school student tours of Massanutten Technical Center, technical center field trips	Tripled enrollments in local technical centers
Nursing/healthcare program	Support for health care programs (grant funding)
Race to GED marketing campaign	Community college partners with adult education and appropriate agencies
Dual enrollment	Ties curriculums – (not just in technical preparation). Provides a leg up to students in preparing for careers
Career Coaches	Help high school students have better idea of careers available and what it takes to succeed (teachers & counselors)
Career Awareness Programs (tours of industries)	Helps parents help kids with career decisions
Customized training	Addresses specific need
Community College communicates what's available and asks what's needed	Good dialogue with community
Distance learning	Flexibility for students. Offers opportunity for further expansion into technical training
VCCS summer use is high	Plan year-round schedule, kids programs (some pre-career topics), and parent involvement
One Stops good at getting folks back into workforce	Funding available for this
Training programs in community good –	However, WIB not funded to act on this goal of training
Knowledgeable workforce	Older workers not saying "30 years and out"

<b>What is Working Well?</b>	<b>Why?</b>
Great partnerships with industries in region; use of focus groups to stay current	Intentionally participate and arrange sessions to communicate
Strong relationships with DBA	DBA is aware of what is going on
Public schools	Strong relationships with partners
Technical Preparation Consortium (public schools, industry, and community college)	Active, well managed, focused. Facilitates a lot more cooperation
Regional (merged) WIBs	Not such a local focus
Lynchburg Technical Center	Involvement of business, 24/7 teaching if necessary; state of the art facility/equipment
Apprenticeships	Strong employer commitment to train workforce through apprenticeship program; Tech Prep involvement

<b>What is Not Working Well?</b>	<b>Why?</b>
Not enough focus on career and technical skills	Shoestring budget; public sees community college as “junior college (2 years then transfer to 4 year college)
Defined responsibility for adult training and retraining	Public unclear “who does it”
Marketing lacking across the board with technical and workplace training	Public not getting enough information
Competition in training to “get” money	Not enough state money
Making private trainers adjunct community college instructors for courses w/credits	Courses must be credited to access Pell grant but trainers may not be adequately prepared
Lack of clear understanding of mission of community colleges by public	Folks need to know where “to go” for training
Understanding/awareness of One Stop	Marketing missing
One Stops concentrate on WIA-certified courses	Lack of public awareness of training community at large
Not combining efforts – duplication	Waste of money and resources
SOLs not aligned with global economy	Education moves too slowly
Communication with parents	No “PTA” or all-inclusive groups for parents after the 4 <sup>th</sup> grade
High School guidance inadequate	Too few counselors with too many students; can not focus on problems
No work ethic and soft skill emphasis in elementary level of school system	Need to start early so students can be ready for the world of work
Career educational awareness at high school level	High school evaluated on number of students going to college. Eighty-five percent of graduates need to go to some college for high school to receive funding
Statistical information inadequate for making good decisions; does not show adequately who	Students may go to work, then apprentice, then college. This not captured

<b>What is Not Working Well?</b>	<b>Why?</b>
receives workforce training.	
Lots of training available; little interaction among different providers	Providers do not know details of other programs
WIB not “epicenter” for information across the community (information not dynamic)	Information given WIB incomplete; questions not understood at WIB, agency funding not best leveraged, lack of interagency “talking,” lack of integrated case management with private sector involvement
Lack of work/soft skills ethic being integrated early	Not integrated before post secondary
“Churning” the workforce	Employees move to better opportunity Who replaces them? Lack of support for employers to train/retain
Recruiting workers is difficult in some areas due to cost of living versus salaries	Skilled workers may not go where needed
Recognition of total package of technical training	Possible perception among public
WIB structure and funding	Funding based on unemployment rate by WIB region
Inadequate resources to meet need	One Stop is not a reality due to limited resources
Need incumbent workforce training money and programs at local level	Aging workforce not trained for technical jobs

### **Recommended Actions**

#### ***Top Five:***

1. Need financial support to train people from within (due to aging workforce). Use Governor’s Economic Development fund or opportunity funds as sources.
2. Re-define how high schools are evaluated to receive funding to include number of students going to vocational schools as part of evaluation process. This will give high schools a reason to concentrate on career counseling as well as college counseling.
3. State should provide funding for comprehensive marketing of training programs (similar to “Race to the GED”).
4. Utilize WIBs better or form new coalitions between employers and educational system to discuss needs and ways to meet needs in a timely manner. Making sure the right “players” are at the table and funding is sound.
5. Change funding formula for Community College System to include non-credit training to lower training costs for employers.

#### ***Other recommendations:***

6. Start developing workforce at elementary school level, teaching work ethics, and soft-skills.

7. Increase staffing for guidance and career development at all age levels (incorporate post-high school population).
8. Encourage outreach to guidance counselors from all employers (similar to Tech Prep programs).
9. Create website that describes careers, training needs, salaries, and location of job opportunities. Update regularly and promote so all will know and make informed decisions.
10. Fund WIBs based on multiple factors, not just unemployment, to provide greater flexibility to meet regional needs.
11. Equip every Community College with a technical center like Lynchburg's (equipment/layout/open 24-hours if needed).
12. Develop marketing campaign targeted to students and their parents describing career and salary possibilities. Begin this campaign with elementary students.
13. Test people for skills/aptitude/likes and tie-in to the career opportunities that are available.
14. Emphasize connection between training at community colleges/technical schools and upward mobility to make these programs more inviting:
  - Train for opportunities available
  - Develop wide-spread marketing/promotion through website
  - Offer transition training
15. Create One Stop website to identify all job opportunities (local, regional, and state levels).

## Governor's Economic Development and Workforce Development Public Meetings

### *Workforce, Business and Economic Development Collaboration* Weyers Cave, VA • July 20, 2006

What is Working Well?	Why?
VCCS workforce system	VCCS system is flexible, responsive, and reasonably priced for the business community
Positive working relationship between VEC and community college intensive service provider	Especially in rural community, businesses rely on the VEC for job announcements and placements. Many private staffing companies now list regularly with VEC
WIA structure improves working relationships between partners	Although required, partners are willing
Relationship with universities (ex: JMU) and other training providers	Articulation or realization of benefits received
Collaboration between many players in Chamber of Commerce, VCCS, Shenandoah Valley Partnership	Awareness of necessity of collaboration
Current workforce, business, and economic development system responds very well when new projects or expansions arise	Infrastructure around Metropolitan Areas (MSAs) works well—internet, rail system, highways, air transportation. Relationships between players are strong and there are incentives for new businesses.
Workforce system can get company/job opening information out to the community and job seekers quickly and efficiently	Computer savvy around MSAs. Also, relationships built through workforce network meetings, WIA partner facilitation team meeting
Workers living longer and industry/health care designed to take care of them. This is creating older, experienced workforce (over 55)	Consumer network is growing here so it is a good place to live and work

What is Not Working Well?	Why?
Businesses do not provide information (easily) on their workforce needs	Businesses hold information close to the vest
Small business development centers provide excellent services but are often unused	They are seriously under funded and public needs to be more aware of their existence and the services they offer
Workforce is aging	Need to determine how to attract young workers

What is Not Working Well?	Why?
Educators are not attracting youth in schools to career options	Time limitations
High school students graduate with no career focus	Students graduate already with low wage jobs and simply look for jobs with more money
Past offenders run into barriers that inhibit employment and/or utilizing skills they have received while incarcerated	They can not obtain a drivers license, or background checks are required to access certain jobs or higher level positions
Overall the system operates on separate parallel paths: Workforce agencies ⇒ Trains for jobs Businesses ⇒ Hire and retain qualified staff Economic Developers ⇒ Bring and retain businesses	Each system has a primary purpose, but daily demands keep them on separate paths, even though the end goals is the same
Service industry (retail, construction, etc.) is on the bottom. Current system does not focus on training (soft skills and industry specific) to develop this group	These jobs are seen as second class jobs-not careers
Struggling businesses	Workforce, business, and economic development system does not offer incentives for existing businesses to stay (such as those offered to new businesses)

## Recommended Actions

### *Top Four:*

19. Develop local partnerships with businesses and workforce services to promote availability of workforce services. Key components include identifying what the business needs are and delivering workforce services on time to a results-oriented industry. In addition, invite leaders (business, education, etc.) to quarterly regional meetings for workforce updates.
20. Develop retirement incentives for aging workforce to remain in workforce and/or reenter.
  - Help to retrain employees
  - Create a database for state retirees who wish to return to state workforce in a part time capacity
  - Have exiting and aging state employees train replacement hires
21. Diversify funding with matching federal grants, corporate sponsors, etc. to develop onsite education programs, promote apprenticeships, promote ESL classes, and fund additional Spanish teachers in state universities.
22. Develop a stronger transition plan during gubernatorial transitions so that businesses experience a seamless transition.

***Other recommendations:***

23. Consider seriously, information from meetings (such as these input sessions) and link recommendations to federal and state funding to promote higher demand jobs
24. Governor's office should send out a brief email survey to targeted businesses in specific industries to identify needed workforce skills.
25. State should provide funding to advertise job and training opportunities.
26. Encourage employment programs for those over 55 due to a lack of retirement income.



## Governor's Economic Development and Workforce Development Public Meetings

*The One Stop Service Delivery System* ● Chester, VA ● August 1, 2006

What is Working Well?	Why?
Partnerships among agencies (DRS, community colleges, etc.)	Sharing information and resources
Program access <ul style="list-style-type: none"> <li>Physical (to a facility)</li> <li>Programmatic (to services)</li> <li>Information (resources)</li> </ul>	Ready availability of services to customers
Exposure to the employer community	Employers are understanding the benefits – feel like a customer of the “system” – marketing efforts
Educating employers and job seekers on the services through the One Stop	Knowledgeable about the system
WIB engages employers in the system	Require 51% employer membership, providing feedback on what is and what is not working
Job seekers are finding work	Utilizing resources through the One Stop
Transitional jobs	Meeting short-term income needs while working toward long-term self-sufficiency
Increasing recognition in schools of value of workplace skills training, e.g., work ethics, etc.	Better prepared workforce, employment opportunities
More emphasis on using labor market information (jobs of the future)	Better educated customers
Labor market data, accessibility of resource materials (labor market information)	Better educated customers
Video conferencing	Workshops and other services provided at different locations reduces travel costs, enhancement of staff utilization, staff training
Strong employer relationships	Increased job opportunities
Business network groups	Brings employers and service providers together

What is Not Working Well?	Why?
Lack of partner participation <ul style="list-style-type: none"> <li>Mandatory (e.g. DSS, DRS, etc.)</li> </ul>	Lack of resources: <ul style="list-style-type: none"> <li>Funding</li> <li>Staffing</li> </ul>
Too much duplication of services, “turfdom”	Lack of strong/central workforce development agency
Understanding of workforce development	State hierarchy of agencies
Lack of collaboration	
Seamless delivery of services	Lack of centralized data system

Abstract formulas determining funding	No central coordinating agency <ul style="list-style-type: none"> <li>• Not paid for performance</li> <li>• Not based on need (demographics, employee statistics, etc.)</li> </ul>
Marketing of services	No budget
Disconnect between WIBs and providers for hard-to-serve population	Numbers versus needs Business driven versus employee driven
Mindset that workforce development is approached from a human services perspective versus the business perspective	Funding (certain agencies funded to serve targeted segments of the population)
One Stops are not comprehensive	Not engaging community-based and faith-based organizations and private assets and resources

### **Recommended Actions**

#### ***Top Three:***

1. Develop a common data system across various workforce agencies to help provide a seamless delivery of service, avoid duplication of effort and better evaluation of outcome measures. Develop centralized database (swipe cards) to include report generation (statistics, etc.)
2. Develop incentive/funding structure that promotes and enhances partner participation. Revise the Code regarding funding of various workforce programs provided by mandated partners to facilitate mandatory participation in One Stops
3. Provide forums for businesses, partners and service providers to come together to further enhance collaborative efforts; to breakdown barriers and answer the question “What’s in it for me?” Ensure that everyone receives the same information from a central source and be able to provide feedback (open to everybody)

#### ***Other recommendations:***

4. State needs to assert more of a leadership role in development, implementation and guidance for the workforce system
5. Increase outreach to provide services to the hard-to-serve population (underutilized resource)
6. Develop marketing strategy to include all resource providers, eligibility requirements
7. Develop pilot “transitional” jobs program for hard-to-serve population. building on existing models
8. Allocate more funding proportionate to client/business needs
9. Increase standardization of system organization and process
10. Ensure core services are consistent and uniform for both job seekers and employers regardless of the center being visited

# Governor's Economic Development and Workforce Development Public Meetings

## *Workforce Policy Reform and the Local Infrastructure*

**Chester, VA • August 1, 2006**

What is Working Well?	Why?
Youth Council (Crater Region)	Representation from <u>all</u> agencies <u>Working</u> group Concerned with regional collaboration Youth Summit Recruit <u>all</u> youth Develop solution Youth generate issues Corporate sponsorships; dollars created by youth and council
Youth Council (Capitol Area) – “Youth Works Institute”	Partnership with MCV (Medical College of Virginia); job shadowing; recognition. 3-way partnership
Collaboration between WIBs (Crater, Capitol, Richmond); “Cohesive vs. Disjointed.”	Directors initiating Clear language and expectations (Memorandum of Agreements [MOAs] are very clear)
“You win” program; Richmond Career Advancement Center (RCAC)	Youth “culture” focused Identified “champion” (SunTrust) Department Of Labor (DOL) grant Involving employers
VEC housed at One Stop (RCAC)	Communication; job seekers show up (unemployed)
Middle Managers meet with front line workers (RCAC)	Communication
City of Alexandria facilitates: Workforce Development Economic Development Present to new employers (Lynchburg, Region 2000, also here)	Partner Workforce Development & Economic Development
Seamless Service	
Curriculum integrated with SOLs (Standards of Learning) (RCAC)	Increase awareness Exposure
National Student partnerships Facilitate Job Club Serve Adults	Win/win: students develop long-term relationships University student “internships” perform work No eligibility criteria – freedom
ECPI (technical college) Lab	Accessibility of computer training at One Stop

What is Working Well?	Why?
Computer training for older workers (RCAC)	“Olders” Access
Youth with Disabilities – parental involvement; outline parent’s “steps” for year Orientation – bring parent to train One Stop staff	Dinner for Parents (yet not sustained well)
Middle Schoolers Tour Day of Industry (Winchester/Frederick) Detail of Jobs	All local industries involved Transportation Employers involved Need employees! Economic Development Office championed Support by School.
Partnership with School Youth Initiative (Tidewater at Malls)	Customized Employment Grant Monthly meeting at Employer Parent Involvement (but need more!)
ESL (English as a Second Language) for kids and parents (Northern Virginia)	Gets parents involved <u>Families</u>

What is Not Working Well?	Why?
Bringing together all partners in workforce system	Inertia; centrally controlled state agency partners “Not in my backyard” syndrome Communication – not understanding who partners are and how to do it Lack of understanding on how Misunderstanding that Title I WIA dollars are to support system Lack of balanced resource sharing
Disconnect in communication and engagement between and within local, state and federal levels	Inability to go to state council meetings to provide meaningful input Local people do not regularly meet with state staff Disconnect between all levels – federal, state and local Lack of knowledge
Chambers of Commerce do not play an active enough role	Little effective dialogue about what business needs are Not bringing local partners to the table Not understanding of business leadership structure for resources and strategy WIBs are staff driven

What is Not Working Well?	Why?
Lack of collaboration between adjacent WIBs	Politics Territorial Need to get political leaders together to work toward collaboration No pathway (communication) between WIBs
Effective use of materials and tools available from WIB	No feedback mechanisms on effectiveness of materials
Information system performance management	Users are not engaged in the process
Lines of communication between WIBs and economic development partners and school systems	Two different languages Multiple workforce services Businesses don't commit dollars to workforce training
Employers are not committed to workforce training	Training may not be meeting employers' needs or the demands of the market. WIBs have a human service, not a business brand

### Recommended Actions

7.
  - a) Perform a "How This Community Works" Map to identify existing resources, strengths, gaps in services and systems (beyond WIBs) infrastructure.
  - b) Identify local "broker" (Economic Development to develop this position) to coordinate / (access employees) and serve as a clearing house to employers seeking workers.
    - One call = get workers.
8. Identify a Board of Champions (employers who are currently working well on WIBs). Create a strategy to inform all WIBs about how to have active employer participation on the local WIB boards.
9. Develop a vision of an integrated service delivery system that would include:
  - Co-location of services.
  - Universal access.
  - Participants engaged.
  - Template for resource sharing among key partners and stakeholders (under Executive Order #25, incorporate MOU at state and local level).
  - Measurement of success.
  - Single point of contact for business.
  - Single point of contact for job seeker.
  - Accountability for resource sharing.
10. State level and local level partnership of Economic Development and Workforce Development (already started). House the two offices together.
11. Create a communication system that clearly communicates to business the value to their bottom line; create a statewide system to provide technical assistance and resources to accomplish the above.
12. Re-branding and Marketing of WIBs (not social services agencies).
  - Not Social Services agencies.

- State Strategic Plan – incorporate.
- To appeal to employers and business community.

## Governor's Economic Development and Workforce Development Public Meetings

### *The Workforce System and the Role of the Virginia Community College System*

**Chester, VA • August 1, 2006**

<b>What is Working Well?</b>	<b>Why?</b>
Industry Partnership	Inviting business to table
Prep programs (pre-health as example)	They provide information and assistance on specific careers early on
Governor's promotion and support (endorsement)	Visible and credible
Statewide collaboration between 2-4 year schools in articulation	Relief of capacity issue
Transferability of courses within Community College System	Helps students
Creative innovation funding by VCCS (Virginia Community College System)	Customer responsive
TIC/DHCD – developing satellite center for community college.	Creates a funding stream and collaboration between community college, Workforce Development, and industries
Increase of graduates in community college and post graduate success	Greater pool of skilled workers
Going back to community college to obtain work skills after master's degrees	Greater pool of skilled workers, and more options for persons receiving training
Good investments (price versus four-year institutions)	More affordable
Less bureaucratic, more flexible	Better for students; easier to adapt to changes
Professional development training with “work keys” training	Brought skills and certifications to high schools. Connected industry to community college to high school
Regional approach by WIBs: Pulling in agencies to create business focused customer training	Driven by businesses; optimizes assets, creates synergy.
Higher education centers consortium of community colleges	Cherry pick courses, tailor-made certifications
Daycare center in community college	Allows people to take courses to go to a better job
Upgrade faculty to assist and meet needs of industry	Addresses local economy and needs.
Satellite Campus Broad Band technology	Expands exposure of education to population that did not have access; On-line courses have access to all-open up training to individuals who cannot travel

What is Working Well?	Why?
Community college working with academies to expose high school students to community colleges and careers; Dual Enrollment	Geared toward job opportunities in specific area
Certification courses tailored to communities needs	Giving employers/potential employees what they need
Relationship between community college, industry, counselors	
State Scholars Initiative pilot in 11 divisions across state (federal grants) aimed at middle of road students	Business leaders go into middle school to encourage students to go into college. Students are tracked through high school
Work with Community College Workforce Alliance (CCWA) for team development	Teaches employees how to work together
Career Academies	Respond quickly to employers' needs – supervision, retention training, career advancement, etc
Articulation of CTE and Technical studies program at community college	Mutual benefit – good marketing/awareness
Combined workforce development initiative of two community colleges (JSRCC & JTCC)	CCWA creates better utilization of resources
Growing Awareness of industry certification	
Perkins (money)	Funding source
Career transfers to four-year schools	
Career readiness certificate	People get help on front end
Online certification (i.e. opticians)	Flexible and specific
Strong technical programs	
Dual enrollment programs	Best value – money
Community college best value for money	Parents look at this as a viable option for their children
Middle college program	Provides an added option for those without options
Technical preparation partnerships	Information/resources/partnerships
Career counselors/coaches	Helpful for students and parents



<b>What is Not Working Well?</b>	<b>Why?</b>
Four-year schools – lack of flexibility – many credits don't transfer from community college	Turf issues; not willing to change with the times
Not focused on life-long learning	
Marketing avenues <ul style="list-style-type: none"> <li>• Amount of money that people can obtain</li> <li>• Career path to success</li> </ul>	Lack of awareness Lack of pipeline
High schools don't teach about careers	Lack of awareness of students and parents
Don't celebrate success	Lack of awareness of successful people who have come through community college system
Don't market options	Creates lack of awareness of other possibilities besides four-year college
Taking away funding for career coaches	Program having positive impact
Lack of funding mechanisms for systems (career coaches, pathway to industry)	
How to distribute money by industries to make greatest impact	All efforts are not together
SOLs	No direct career relevance
Void between one stop and community college	Liaison between two
Serving underprivileged areas (i.e. Sussex)	No connection and way to get to people
Individual not taking advantage of training	Not high enough awareness level
High attrition with Limited English Proficiency (LEP) individuals	Need more assistance at entry level in programs like nursing (ex: reading skills)
Services in VCCS are for 18-20 year olds – not returning adults	Rethink approach to education
Academic programs not aligned with needs	
Connecting with employers and job placements	Few on-campus job placement opportunities
Marketing to business and students what community colleges have to offer	Creates lack of awareness
Collaboration with state agencies	
Get companies involved in apprenticeships	Not meeting workforce needs in trade areas
Working relationship between workforce staffs on state community college level	Communication/territorial
Infusion of academic and professional skills	
Stigma of anything but a four year degree	People will not consider community college as a viable option
K-12 career awareness program	
Too focused on programs versus systems; need to work on how to grow skills, how to get students to a job, etc.	Access Provide access to all and encourage not addressing career paths
Not educating middle and high school students properly to enter trades	Not addressing short/long term paths
Disconnect between needs and access	Disconnect/shortage of workers

<b>What is Not Working Well?</b>	<b>Why?</b>
Not enough numbers to make class, unable to meet needs	Unable to create pipeline
Disconnect between WIBs and community colleges	Creates “silo mentality”
Access to programs	Transportation
Workforce training all non-credit	Limits funding that is available for credit courses only
Residency requirements for LEPs (misunderstandings, inconsistencies, lack of knowledge of options)	Requirements can make it difficult for students to attend college (ex: those who can least afford it may have to pay out-of-state tuition due to residency requirements)
Credentials for teachers – especially CTE	Virginia Department of Education (VDOE) requirements makes it difficult to find credentialed teachers for the salary offered

### **Recommended Actions**

#### ***Top Five:***

1. Create a stronger connection between community colleges and secondary schools in order to develop effective K-12 career path programs for the state.
2. Develop a statewide initiative to create good articulation agreements with a career and technical focus by increasing the number of courses that four-year colleges accept from community colleges.
3. Need state appropriation credits for workforce training non-credit courses with a stable funding stream for non-funded FTE's.
4. Re-emphasize need for cooperation between WIBs, community colleges, and industries, and create better funding streams for these groups.
5. Develop ways to explain the correlation between basic education skills (as emphasized by the SOLs) and work skills.

#### ***Other recommendations:***

6. Use Career Readiness Certifications (CRC) to document workforce availability and connect this source of information to economic development.
7. Develop content – specific language improvement course mandates for persons with Limited English Proficiency to decrease attrition rates in this population.
8. Expand the career choices in and funding for “Pathway to Industry” certifications.
9. Develop more satellite community colleges. Also develop a menu for certification classes that can be tied into local industries with feedback loop for content.
10. Expansion of higher education centers that can compete on the basis of what they provide.
11. Expansion of on-line certification classes that focus on industry needs.
12. Re-fund and expand career coaching.

13. Create several regional workforce development plans as opposed to one plan for the state (example: Northern Virginia, rural areas, tidewater, central).
14. Re-emphasize SAT scores to better compete with other states.
15. Move toward competency certification to certify persons have competency to work in specific industries. These certifications must have credibility in industry.
16. Encourage and provide more access and services for retirees or persons near retirement that want to continue in the workforce (ex: career counseling).
17. Develop ways/incentives to encourage retiring population to become teachers in career/technical areas.
18. Improve the ability of community colleges to provide “just-in-time” tailored curriculums with feedback loop to end-user (industry).
19. Increase validity of career readiness certificates by linking the process to the community college system.
20. Develop educational campaign directed at high school counselors and admission persons about regulations (residency requirements, etc) for students that are undocumented.

# Governor's Economic Development and Workforce Development Public Meetings

## *Workforce, Business and Economic Development Collaboration*

**Chester, VA • August 1, 2006**

<b>What is Working Well?</b>	<b>Why?</b>
Recognition of problems	Danny LeBlanc is state recognized VEC system has made good improvements
Partnerships between all players	Developing best practices
Community colleges	Offer customized training
Workforce centers	Offer workshops on resume writing, computer skills, etc.
Labor market information systems	Committed to providing good information for workers and placers.
Limited English speaking persons' needs are recognized	Increased diversity, new organizations are developing helpful information
Strong work ethic and family relations	New foreign born population that demonstrates an appreciation of work opportunities
Use of technology	Populations awareness of issues and the accessibility of information
Educational System (K-Postgraduate)	State and tax dollars show the importance
Increased financial aid for targeted positions within higher education	Commitment to support growth of needed skills at the private, federal and state levels
Increased awareness of the importance of small business	VEDP, DBA, Small Business Administration, VEC, One Stops, Non-profits
Attracting business	Higher education leads to higher technical jobs
Career readiness certificate	Because it's in high school curriculum; Recognize by industries
Regional approaches in workforce	Greater impact than individual approach
Population more ready and available	Diversity, regional effort – Virginia is a destination for people looking for a place to work and live (housing, transportation, etc.)
We have one of the best apprenticeship programs	Collaboration with community colleges and state (job skills)
Job skills training through community colleges	State and business supported effort
One Stop processing centers	Federal funds available
Career and Technical Educators (CTEs) and technical centers located at high school level	Collaborative effort with industry, business, community colleges and high schools
Image of Virginia is perceived as a positive place to come	Virginia has a strong marketing campaign

<b>What is Not Working Well?</b>	<b>Why?</b>
Funding for training at high schools and community colleges	Problems with the manner by which federal and state money flow
Communications and collaboration between economic, workforce, and business development agencies. In some cases there is not enough collaboration to leverage services in workforce	Workforce boards are not utilizing private sector initiatives (non-profits)
Transportation	Not available across the state
Retaining and attracting high skill jobs	Not recruiting at high school level
Educational marketing – campaigning is only focused on students college bound	Currently not marketing skilled positions to K-12 students or their parents
Level of business involvement is low	State incentives are not available to small companies for trainings
Programs in place	People can not navigate system due to a lack of skills or desire
Pride of work	Lack of teaching and training at home and school
Not much incentive to be trained	After individuals are trained (Title V, on-the-job training, 55 and older) they still only earn minimum wage
Communication between groups is fragmented due to a lack of trust. Occurs primarily in emergency situations	Competition, “who is our leader?” No continuous contact between economic development, WIBs, community colleges, and businesses
Disparity between training and needs across geographic regions	There is communication confusion so difficult to properly assess needs of WIBs and partners
Undefined leadership among the various groups (CLEO, WIBs, VEC, DBA, VEDP)	Lack of clear structure
Not identifying future needs in current training	Community colleges, WIBs, etc.
Wage rate analysis of demand jobs is not adequate. Problems with payday loans, health care expenses and other and debt problems	Need for policy adjustments and development of government partnerships with businesses and educators

## **Recommended Actions**

### ***Top Five:***

1. Raise the minimum wage.
2. Provide a better job feeder training program for smaller companies.
3. Market vocational education as well as college-level.
4. Re-skill the aging population through workforce training programs.
5. Expose children to exploratory skills assessments.

### ***Other recommendations:***

6. Promote Career Readiness Certificate in high schools and to those 18-21yrs.
7. Promote funding transportation initiatives in the north and east of Virginia and help rural employees get to work sites.
8. Utilize aging population as paid mentors for younger workforce.
9. Provide support services to aging population.
10. Introduce foreign language programs in secondary education level and up.
11. Develop a resource map at state level to determine who provides services and redundancies.
12. Go to smaller “feeder companies” and get their input.
13. Benchmark workforce development monies and funding flow in Virginia versus other states, such as North Carolina.
14. Introduce workforce development earlier in schools (i.e. VEC program).
15. Promote and market clearing house located at VEC.
16. Provide funding to VEC to train local guidance/school counselors (K-12).
17. Continue to communicate with local community resources (service providers, businesses, educators) to discuss issues.
18. Change to a culture of life-long learning through creation of training programs that upgrade skills in both public and private sector.
19. Create an awareness of the assets that seasoned workers (45+) bring to the workplace by marketing to new and expanding companies through economic development. They have a strong work ethic, are willing to learn, dependable, flexible, and experience.
20. Evaluate the impact that the aging population will have on the region.
21. Provide incentives to medical schools, medical schools, colleges etc. to train people to work with the aging.
22. Promote culture and honest brokering. Do not promise what you cannot deliver and do not be afraid to say someone else does it better.
23. Repeal the Payday Loan Act.
24. Engage businesses in providing financial aid for persons pursuing in-demand skills.